

The Historical Outlook

A JOURNAL FOR
READERS AND TEACHERS OF HISTORY AND THE SOCIAL STUDIES

Continuing The History Teacher's Magazine
EDITED IN CO-OPERATION WITH COMMITTEES OF
THE AMERICAN HISTORICAL ASSOCIATION

AND
THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES
ALBERT E. MCKINLEY, MANAGING EDITOR

Volume XVI.
Number 8.

PHILADELPHIA, DECEMBER, 1925

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50 cents a copy.

An Analytical and Descriptive Guide to
the Materials in *The History Teacher's
Magazine* and *The Historical Outlook*,

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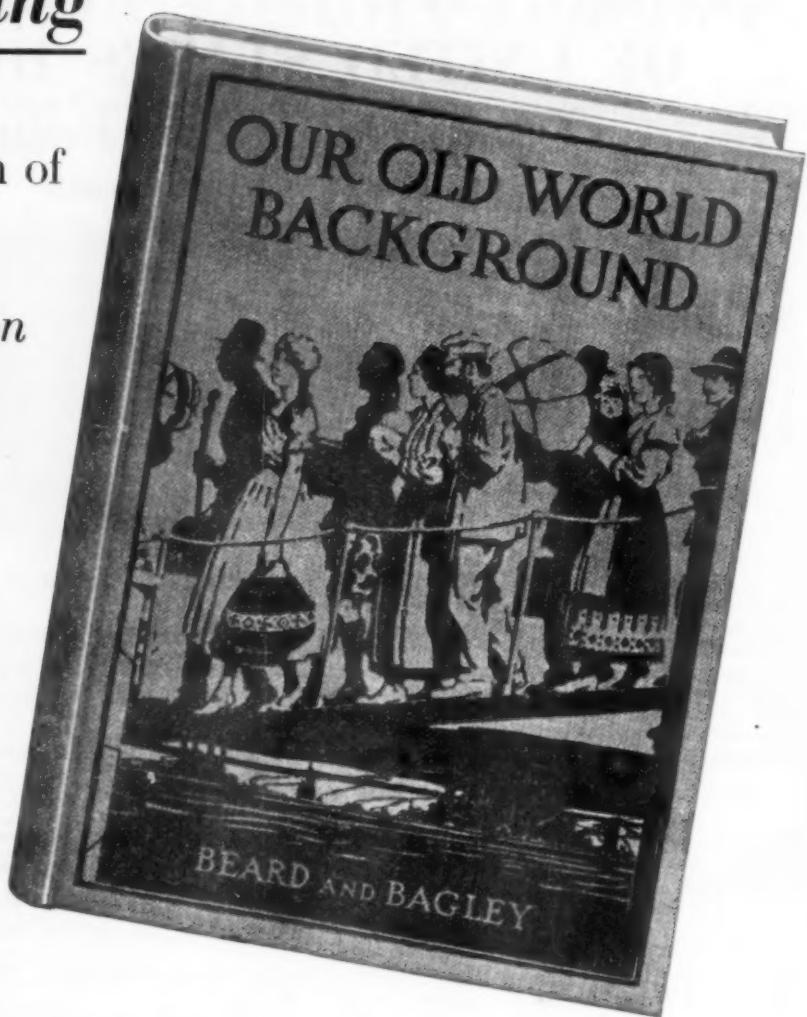
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The Historical Outlook

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PHILADELPHIA, DECEMBER, 1925

\$2.00 a year.
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Guide to the Materials in the History Teacher's Magazine and the Historical Outlook

Volumes I to XVI, 1909-1925

PREPARED BY PROFESSOR RICHARD H. SHRYOCK, DUKE UNIVERSITY

The index here given aims above all things to be useful. It will not always prove to be entirely logical, and makes no pretense whatever to infallibility. It had its genesis in the needs of the compiler's students for some guide to the materials herein described. Once prepared, however, it seemed possible that it might serve a wider purpose, that is, of placing at more general disposal the veritable mine of material which has gradually accumulated in *THE HISTORICAL OUTLOOK* (*née The History Teacher's Magazine*), during the sixteen years of its publication. This material has been buried under the growing numbers of subsequent issues, and, becoming thus ever more inaccessible, has too often been mislaid or forgotten.

Much of the content of the magazine relates, of course, to the teaching of the Social Studies, and it is hoped that the teachers of these subjects will find in the guide an encouragement to wider reading in its files than would otherwise have been feasible. Such wider reading, should it become a habit with teachers, might do much to improve the general character of instruction in these subjects.

Directors of classes in the methods of teaching history and the other social studies may also find in the guide a convenient means of selecting for their students various readings pertinent to the subjects with which such classes are necessarily concerned.

It is to be emphasized, however, that many of the articles in *THE HISTORICAL OUTLOOK* have been of a purely historical character, such as might appear in any historical review, and have no direct connection with pedagogy whatever. A limited number, also, pertain to geography, sociology, and political science. It is hoped, for this reason, that the topics under which such contributions have been listed will prove of interest to historians and other social scientists, as well as to teachers and educators in general.

The articles have been listed under twenty-two major topics and a considerable number of sub-topics. These topics have been planned with a view to a generally logical arrangement, which would make easy the location of any particular subject desired. In cases, however, in which less than five articles were found relating to a proposed topic, that subject has usually been omitted, no matter how logical its inclusion had seemed. An outline of the

topics is given below, in order that a reader may familiarize himself with the general order of arrangement before seeking any particular heading.

It is believed that practically all articles have been listed under at least one topic. So far as possible, every article has also been listed under all other topics to which it seemed pertinent. In other words, the index provides multiple references, but no assurance can be given that sufficient references have been made for every article. The selection of topics under which an article was to be listed involved the exercise of considerable personal judgment, in the course of which some mistakes doubtless occurred, and some decisions were made, the wisdom of which is necessarily a matter of opinion. Regret is here expressed for any cases in which articles may have been omitted from lists which clearly should have included them. It is well for any reader, who wishes to be absolutely certain that he has found everything in the magazine pertinent to his interest, to go through the several volumes for himself. It is believed, however, that the guide approximates a complete and exact list to a degree that renders it reliable for most practical purposes.

Cross references have been given occasionally, chiefly in cases where one article was replied to, or commented upon, in another.

Articles are listed under each topic in the chronological order of their appearance, rather than in an alphabetical or any other arrangement. This chronological sequence has a dual purpose: first, of enabling anyone who wishes to "look up" only recent material to select the same easily from the lower items in each list, and, second, to enable anyone who desires to "read through" a topic to do so in the natural order of its development. A reader searching for the work of particular authors, on the other hand, has already at his disposal the alphabetical indices appended to the several volumes.

The guide is *descriptive* in that it appends brief notes to the more important items, and in cases where the title alone is sufficiently descriptive, adds simply a statement to that effect. The guide is *critical* only in so far as the mere addition of these notes implies that the article so described is an important one. Contributions which seemed of minor importance have no notes appended. In no cases, however, are

critical comments as such attempted, as the fallibility of a compiler's judgment in such matters would obviously have rendered his criticism of uncertain value.

The form of entry for each item is as follows: (1) author's name, (2) title of article, (3) volume number in Roman numerals, (4) issue number in italics, (5) first and last pages of article in Arabic numerals, and (6) descriptive notes, if any. Both the first and last pages are given for the obvious purpose of indicating the length of an article. If but one page number is given this indicates that the article is not more than the one page in length. The issue number is included as a convenience to readers who have only unbound issues of the magazine at their disposal, and who would otherwise have to search for the particular issue which happened to contain the page numbers referred to in the index. It is to be noted in this connection that volumes I to VIII contain ten issues each, volumes IX to XV nine issues each, and volume XVI contains but eight issues.

Most of the topic titles are self-explanatory, but brief explanations may be helpful in a few cases. Under Topic VII (General Pedagogy) are listed articles dealing with several subjects of educational interest, most of which, however, do not receive sufficient attention in the article to justify its separate listing under all related topics.

Topic X (Teaching in the Several Historical Fields) includes only pedagogical articles, or content articles, arranged primarily for the use of teachers. Content articles written as independent essays, and having more or less claim to scholarly originality, are omitted from X and listed under XIX and XX, which latter topics do not contain any material of a pedagogical character.

Topic XII (Teaching in the Several Grades of Schools) lists only articles dealing with these schools, as such. Content articles, for instance, entitled, "History in the Junior High Schools," are not included therein, unless the pedagogy of the Junior High School is definitely discussed. If this is not the case, such an article is simply listed according to subject under X.

Topic XVIII (Interests and Activities of Professional Associations) includes data concerning meetings and other activities of associations in general, and of the chief national and regional associations, but does not give that relating to state or local associations. The only exception to this is to be found in the lists of associations, with the addresses of officers, etc., which are listed at times, and which include the state and local, as well as the other, bodies.

Topic XXII (Bibliographies) lists formal bibliographies, and such of those as are appended to articles as seemed important and serviceable. It does not include the book reviews or lists of books recently published, save to note the existence of such series. This omission is due to lack of space and not to any failure to realize the value of these materials.

OUTLINE OF TOPICS

- I. The Nature and Relationships of History and the Other Social Studies.
- II. Historiography and Research.
- III. History of the Teaching of History and the Other Social Studies.
- IV. Aims and Values.
- V. The Social Studies in the Curriculum.
 - Place of History in the Curriculum.
 - Place of the Other Social Studies.
 - What History and Other Social Studies to Teach: Curriculum-Making.
 - Correlation of the Social Studies with Each Other and with Other Subjects.
 - Grading the Subject.
 - Descriptions or Outlines of Specific Course of Study.
- VI. Specific Courses—Descriptions and Syllabi.
- VII. General Pedagogy of the Social Studies.
- VIII. Reports of Professional Associations, and Other Surveys of the General Status and Prospects of the Social Studies.
- IX. Teaching Abroad and Foreign Comments on American Teaching.
- X. Teaching in Special Historical Fields.
 - World History.
 - Ancient and Classical History.
 - Medieval History.
 - Modern European History.
 - English History.
 - Canadian History.
 - Latin-America.
 - The Far East.
 - American History.
 - General.
 - Western.
 - Southern.
 - State and Local.
 - The World War.
 - Current Events.
 - Special Phases of History—Art, Science, and Industry.
- XI. Teaching in Special Fields of the Other Social Studies.
 - Government and Civics.
 - Economics.
 - Geography.
 - Sociology and Ethics.
 - Problems of Democracy.
- XII. Teaching in the Several Grades of Schools.
 - In the Grammar School.
 - In the Junior High School.
 - In the Senior (or Four Year) High School.
 - In the Normal Schools.
 - Correlating the Work of Different Grades and Schools.
- XIII. Teaching in the Colleges and Universities.
 - College Entrance Examinations.
 - General Problems and Tendencies in College Teaching.
 - Introductory and General Courses.
 - Composite Courses—Other Special Courses.
 - College Methods.
 - In the Graduate Schools.
- XIV. General Technique of Teaching the Social Studies.
 - The Lecture Method.
 - Use of the Textbook.
 - The Topical Method.

Projects, Problems, and "Themes."
 The Socialized Recitation.
 General Plans of Procedure.
 Notes and Outlines.
 Use of Geography, Maps, and Time-Charts.
 Collateral Readings and the Library.
 The Use of Sources.
 The "Historical Laboratory."
 Illustrative Materials—The Historical Museum.
 Use of Dramatization, Poetry, Music, and Other Appeals to the Imagination.
 How to Study.
 Special Activities—Student Government, Club Work, Debates, etc.

XV. Textbooks—Lists, Descriptions, and Analyses.

XVI. Testing Results.
 The General Problems of Demonstrating Values and Measuring Progress.
 Oral and Written Examinations.
 New or "Standardized" Tests.

XVII. Teacher Training and Certification.

XVIII. Interests and Activities of Professional Associations.
 In General (Including Lists of Associations).
 American Historical Association.
 Mississippi Valley Historical Association.
 National Education Association.
 National Council for the Social Studies.
THE HISTORICAL OUTLOOK.
 New England History Teachers' Association.
 Association of the Middle States and Maryland.
 Foreign Associations.
 Miscellaneous.

XIX. Content Historical Articles or Sources Relating to European and World History.
 Ancient, Classical, and Medieval History.
 National European History.
 England and the British Empire.
 France.
 Germany and Austria.
 Russia.
 Italy.
 Other European Nations.
 Europe in General.
 The World War.
 Europe and the World in General Since 1918.
 The Orient and the Pacific Ocean Area.

XX. Content Historical Articles or Sources Relating to American History.
 The Colonial and Revolutionary Periods.
 The Early National Period.
 The Middle and Civil War Periods.
 Recent History (Including American Participation in the World War).
 History of Special Sections.
 Topics in Special Phases of American History.

XXI. Content Articles in the Other Social Sciences.
 Government and Political Science.
 Geography and Sociology.

XXII. Bibliographies.
 Relating to the Methods of Teaching.
 History in General.
 European History.
 Oriental History.
 American History.
 The World War.
 The Other Social Studies and Historical Novels.

I. The Nature and Relationships of History and the Other Social Studies.

Benjamin, G. G., *New Ideas of History*: II, 2, 27-29.
 Cheyney, E. P., *What is History?* II, 4, 75-79. (Discussion of the nature of "History," in terms of the purpose of those who write it. Reviews the ethical, patriotic, and literary aims which have been followed; and then advocates the modern scientific purpose, which studies History objectively, simply "for its own sake.")
 "Student," *What is History?* III, 1, 18-19. (Comment on E. P. Cheyney's article by that title, II, 4, 75-79.)
 Jameson, J. F., *The Future Uses of History*: IV, 2, 35-40. (Concerned primarily with values, but also discusses the nature of History.)
 Vedder, H. C., *The New Church History*: IV, 10, 273-280. (The "New History" in the field of Church History—the influence of the new sciences upon an old art.)
 Cook, W. L., *The Press in Its Relation to History*: V, 1, 3-8. (Influence of the press in "making history.")
 Harding, S. B., *The Nature and Method of History*: VII, 1, 3-7.
 Munro, D. C., *Changing Conceptions in History*: VII, 4, 116-120. (As to nature of the subject.)
 Thallon, Ida C., *Some Relations Between Archaeology and History*: VII, 5, 147-152. (Title descriptive.)
 Humphrey, E. E., *Geographical versus Sequential History*: VII, 9, 291-297. (Urges more emphasis for historical geography.)
 Edward, Rev. Brother D., *History an Essential of Catholic Education*: VII, 10, 344-346. (Nature and value of subject from this viewpoint.)
 Knowlton, D. C., *The Power of Ideals in History*: IX, 1, 17-19.
 Schlesinger, A. M., *Historitis and How to Cure It*: IX, 3, 128. (Falsity of the "great man" interpretation of history. Present problems must be solved with the viewpoint and wisdom of the present.)
 Benjamin, G. G., *Conventionality in History*: IX, 4, 190-192. (Change in the meaning of the term "history" from a record of events to the evolutionary development of man. Various interpretations of historical causation.)
 Gilfillan, S. C., *The Coldward Course of Progress*: XII, 1, 8-15. (Essay in geographical interpretation of history.)
 Colby, Elbridge, *The Bibliographer as Historian*: XII, 1, 18-20. (Use of bibliographical research in the interpretation of history.)
 Barnes, H. E., *The Past and the Future of History*: XII, 2, 43-52. (Unfavorable criticism of "the Current and Conventional Historiography," and favorable discussion of "the New Synthetic History.")
 Curti, M. E., *Literature in the Synthetic Study of History*: XIII, 4, 127-130. (Importance of literature as historical source material, and its common neglect.)
 Knowlton, D. C., *The Relation of Geography to the Other Social Studies*: XIII, 5, 154-158. (Nature of Geography.)
 Barnes, H. E., *The Significance of Sociology for the New or Synthetic History*: XIII, 8, 278-296. (Discusses nature and relationships of the two subjects, and the sociological aspects of various periods of World History. Notes appended offer a considerable but uncritical bibliography, some citations lacking page references. A discussion of this paper is given in pp. 300-306, by J. F. Rippy, M. S. Handman, W. B. Bodenhausen, and J. E. Gillespie.)
 Characteristic Elements of the Social Studies: XIII, 9, 327-337. (A group of brief papers summarizing the nature and supposed educational values of these studies. Includes paper on History, by Henry Johnson; on Government, by Edgar Dawson; on Economics, by L. C. Marshall; on Sociology, by R. L. Finney and E. C. Hayes; on Geography, by W. W. Atwood, and by J. R. Smith; and on The Educational Value of Sociology, by F. H. Giddings.)

Palm, F. C., The Purpose of an Outline Course in History for College Classes: XIV, 3, 99-101.

Juell, H. E., History As a Social Study: XIV, 3, 103-106.

Ellwood, C. A., Sociology and the Social Studies, with Special Reference to History: XIV, 9, 346-350. (The difference between sociology and history and the tendencies of present-day sociology.)

Ashton, B. L., Geography in the Interpretation of History: XV, 3, 111-114. (A summary of the importance of the relation between geography and history as instanced particularly in the part played by location, topography, and climate.)

Shotwell, J. T., Mechanism and Culture: XVI, 1, 7-11. (A protest against an idealism that disdains mechanism, and against a spirit of mechanism which lacks ideals. Both Culture and Mechanism are needed in order that each may be developed to the full.)

Gilliland, S. C., European Political Boundaries: XVI, 2, 65-75. (In part a geographical interpretation of the history of political boundaries.)

Haskins, C. H., History: XVI, 5, 195-197. (Nature of history (1) as information, (2) as a method of inquiry, (3) as a point of view.)

Levin, S. M., History and the Panorama of Life: XVI, 5, 203-207.

II. Historiography and Research.

Hoover, T. N., History Material and Its Keeping: III, 1, 4-5.

Draper, A. S., No Mummified History in New York Schools: III, 4, 71-73. (Claims history written by contemporaries is superior to that of critical, professional historians.)

Turner, F. J., The Harvard Commission on Western History: III, 7, 146-147. (Types of material Harvard Commission wishes for its collection of Western source materials.)

Scott, N. E., Historical Method in The Seventeenth Century: III, 8, 167-169. (Title descriptive.)

Fisher, S. G., Legendary and Myth-Making Process in History of American Revolution: IV, 3, 68-71. (Little use has been made of original evidence in writing standard histories of Revolution, due to wish to make it appear as spontaneous uprising of American people.)

Show, A. B., The New Culture History in Germany: IV, 8, 215-221. (Development of "Kulturgeschichte," the work of Lamprecht.)

Westermann, W. L., The Sources of Greek History: IV, 9, 249-255. (Results of recent research in this field.)

Estimates of Historical Writings of John Bach McMaster: IV, 10, 300. (Note on testimonials sent to Prof. McMaster, upon completion of his "History of the People of the United States," 1913.)

Numbers in History: V, 8, 248-250. (Report of a lecture made by Hans Delbrück in 1913, on the tendency in historical writings to overestimate the numbers engaged in famous battles; and how the historian today can correct these misrepresentations.)

Ray, P. O., Topics in State History fruitful for Research: V, 10, 307-309. (Especially for the Eastern States.)

Schmidt, L. B., The Activities of the State Historical Society of Iowa: VI, 3, 75-81. (What a state society can do to preserve materials, publish, etc.)

Trimble, W. J., The Agrarian History of the United States as a Subject for Research: VI, 5, 135-137.

Lingley, C. R., Recent American History Through the Actor's Eyes: VII, 3, 80-85. (The importance of autobiographies as sources.)

Anderson, F. M., The World War and the Historians: VII, 10, 327-331. (Effect of the War upon historical writing.)

Violette, E. M., A Renaissance in Military History: VIII, 8, 261-263. (The World War is reawakening interest in military history.)

Schmidt, L. B., Economic History of American Agriculture as a Field for Study: X, 1, 8-12.

Abbott, F. F., Some Reflections on Classical History and Its Trend in America: X, 3, 121-126. (The range of classical studies. Objections urged against association of ancient history and classical philology, etc.)

Mitchell, B., Memorandum of a Method of Noting and Arranging Material in Research: X, 4, 192-193.

Dutcher, G. M., American Historical Publications of the Past Decade: X, 9, 508-511. (Works of higher scholarship, broader outlook, and of more genuinely literary character.)

Tighe, B. C. B., Biases of History: XI, 4, 139-140. (A plea for unprejudiced history.)

Skeel, A. J., Some English History Textbooks Two Centuries Ago: XII, 1, 16-17.

Colby, Elbridge, The Bibliographer as Historian: XII, 1, 18-20. (Bibliographical Research as an aid to the interpretation of history.)

Barnes, H. E., The Past and the Future of History: XII, 2, 43-52. (Old and new tendencies in historiography.)

Spaulding, Col. O. L., Research Work in the Historical Branch of the General Staff: XII, 4, 113-118. (Describes technique of organizing and consulting records of military history, with especial reference to the World War.)

Latourette, K. S., Chinese History as a Field for Research: XIII, 1, 13-14. (Title descriptive.)

Barnes, H. E., Recent Tendencies and Problems in the Study and Interpretation of History—An Outline Syllabus with References: XIII, 3, 90-95. (Title descriptive. Includes, besides usual topics in historiography, such ones as: "Chief Causes of...Distortion of Facts in Teaching and Writing"; "Some Important Instances of Misinterpretation...Which Still Persist," etc.)

Thompson, J. W., Bryce's "Holy Roman Empire": XIII, 4, 125-127. (Origin and character of the study.)

Hoskins, H. L., Notes on Professional Cold Storage: XIII, 6, 205-207. (A filing system for notes and other data, to be used in research.)

Thorndike, L., Another Shot at Mr. Wells: XIII, 7, 233-235. (Shortcomings of The Outline of History.)

Lonn, Ella, Fields for Research in Southern History After Reconstruction: XIV, 1, 14-21. (Title descriptive. Gives bibliography.)

Koch, Julie, Possibilities for Historical Research in New Orleans: XIV, 1, 22-23.

Kerner, R. J., The Importance of Eastern European History: XV, 8, 343-347. (Suggests fertile fields for investigation, especially for Russian history.)

Robinson, G. T., Prospecting in the Field of Russian History: XV, 8, 347-356. (Discusses research opportunities and difficulties, especially since the opening of the archives by the revolutionary régime. Bibliography appended.)

McCollum, D. F., The Teacher and Local History: XV, 9, 391-394. (An article presenting a plea for the collection and preservation of local historical data by means of the organization of local historical societies.)

Barnes, W. C., The History of Europe—1871-1914: XVI, 3, 104-105. (Criticism of the traditional histories of this period; for omission of important topics, overemphasis of the unimportant, and a failure to "connect" with the present.)

Heckel, A. K., Pure History and Patriotism: XVI, 3, 106-110. (Account and analysis of the attacks of American chauvinists and super-patriots upon scientific historiography, especially upon textbooks dealing with American wars.)

Sweet, W. W., Pertinent Fields for Research in Colleges: XVI, 4, 145-147. (Title descriptive.)

Almack, J. C., The Shibboleth of the Frontier: XVI, 5, 197-202. (Critical analysis of the "Turner theory," and claim that this has exaggerated significance of the American frontier.)

Association of German Historians: Frankfort-on-Main Meeting, 1924: Resolutions on "War Guilt": XVI, 5, 230. (Declares the method of studying this problem "on the basis of documents emanating from the diplomats of victorious powers...is a monstrosity...".)

III. The History of Teaching History and the Other Social Studies.

Harding, S. B., *History Teaching in the Middle West*: I, 7, 144.

Paxson, F. L. (Chairman), *Report of M. V. H. A. Committee on Teacher Training, 1913*: IV, 6, 169-170. (Gives brief review of the development of interest in the teacher training problem, 1907-1913.)

Priddy, Bessie L., *Articulation of Our History Courses*: IV, 7, 188-193. (Some comments on the history of the curriculum.)

Russell, W. F., *Early Teaching of History in the Secondary Schools*: V, 7, 203-208. (Describes the several aims of teaching urged, in justifying the early introduction of history into American schools.)

Russell, W. F., *Early Teaching of History in the Secondary Schools*: V, 10, 311-318. (Continues article in V, 7, 203-208. Conditions of history teaching in American schools in the early nineteenth century.)

Russell, W. F., *Early Methods in Teaching History in Secondary Schools*: Pt. I: VI, 1, 14-19. (General methods in use in several decades of 19th century, and contemporary opinions.)

Russell, W. F., *Early Methods in Teaching History in Secondary Schools*: Pt. II: VI, 2, 44-52. (Early teaching devices were review questions, topical outlines, reference reading, note books, map work, blackboards and charts. Some exceptional cases of early methods.)

Bishop, M. G., *The Schoolbooks of Our Ancestors*: VI, 8, 243-248. (Evolution of the textbook from 1450 to present.)

Dawson, Edgar, *Beginnings in Political Education*: IX, 8, 439-441. (Proofs that government was taught in the schools in the Jacksonian period. Textbooks cited. This study apparently disappeared during the Civil War, but was revised after Reconstruction.)

A Decade of History Teaching and Historical Activities, 1909-1919: X, 9, 497-511. (A group of historical articles dealing with: (1) Elementary School History; (2) Training the History Teacher; (3) The Teaching of Government; (4) Use of Sources; (5) Committee Activity; (6) Associations of History Teachers; and (7) American Historical Publications.)

Clark, E. M., *History Curriculum Since 1850*: XI, 2, 58-68. (A detailed study, using New York and Massachusetts as examples, and reaching down to 1914. Relates also to foreign universities.)

Bennion, M., *History of the Movement for Character and Citizenship Training in the Schools*: XV, 5, 204-206. (Title descriptive.)

Dawson, Edgar, *The History Inquiry*: Parts I to V: XV, 6, 239-251. (Critical history of curriculum-making in History and other Social Studies, from c. 1890 to 1924, in the United States. Gives chart (p. 251) showing tendencies in the Curricula, 1900-1924.)

Dawson, Edgar, *Report of Secretary of the National Council for the Social Studies*: XVI, 8, 395-401. (Contains résumé of history of the National Council.)

IV. Aims and Values

Bowman, J. N., *Has History a Practical Value?* I, 5, 103.

California History Teachers' Association: Stockton Meeting, 1911: III, 2, 37. (Program: "The Teaching of Peace Through History.")

Kelsey, R. W., *The Critical Attitude: How to Develop It in Students*: III, 3, 57.

Draper, A. S., *No Mummified History in New York Schools*: III, 4, 71-73. (Implies the aim of patriotism.)

Burr, G. L., *History As a Teacher and the Teacher of History*: III, 5, 95-98. (Discusses the humanizing values of history.)

Snedden, D., *The Certification of Teachers in the High School, with Special Reference to Certification in History*: III, 5, 103-105. (Discusses "understanding and grasp of social environment" as aim of history.)

MacDonald, W., *From the Point of View of the College*: III, 5, 105-106. (Declares facts of history should be taught simply for their own sake. History taught for the "practical" purpose of explaining the present should be dropped from secondary schools.)

Bowman, J. N., *What Others Think of History Teaching: Opinions Drawn from Addresses before the May First History Club*: III, 7, 143-145. (Opinions of various business and professional men as to the value of history to their field of endeavor.)

May First Club of San Francisco: September, 1912, Meeting: III, 8, 184. (F. L. Lipman discusses value of history to the banker.)

Jameson, J. F., *The Future Uses of History*: IV, 2, 35-40. (The values of History.)

Howe, S. B., *The Basis of Historical Teaching*: IV, 3, 71-73.

Collier, T. F., *The History Teachers' Opportunity*: IV, 4, 91-94. (Values in the subject.)

Hayes, C. H., *Propriety and Value of the Study of Recent History*: IV, 9, 241-248. (Title descriptive.)

Cook, W. L., *The Press in Its Relation to History*: V, 1, 7-8. (Urges love of truth as aim of teaching History.)

Slosson, E. E., *A Strange Visitor at School*: V, 2, 44-47. (A satirical attack upon failure of American schools to use education in history and the arts to train for real life.)

Schilling, D. C., *Some Problems of History Teaching*: V, 5, 141-143.

Russell, W. F., *Early Teaching of History in Secondary Schools*: V, 7, 203-208. (Discusses aims advocated in the United States prior to c. 1840.)

Gathany, J. M., *The Reconstruction of History Teaching*: V, 7, 223-227. (Compares old and new aims.)

Jackson, L. F., *A Single Aim in History Teaching*: V, 8, 245-247. (The "Comprehension of our age" as the chief aim.)

Snedden, D., *The Teaching of History in Secondary Schools*: V, 9, 277-282. (Emphasizes, as aims, "appreciation of the present" and the "critical attitude.")

Burr, G. L., *What History Shall We Teach?* V, 9, 283-286. (Suggests as values "personal inspiration"; "humanizing other subjects"; "understanding present problems"; "living the past"; "detached" attitude toward the present, etc.)

Dunn, W. A., *By What Standards Shall We Judge the Value of Civic Education?* VI, 4, 99-103. (Suggests several results which should be achieved by good teaching.)

Davis, C. O., *Realizable Educational Values in History*: VI, 6, 167-178. (A discussion of the realizable educational values in history, with suggestions for course reorganization to bring about the maximum number of realizable values.)

Williams, O. H., *Standards for Judging History Instruction*: VI, 8, 235-241.

Cribbs, G. A., *Methods of Attaining and Testing Efficiency in History Instruction in Secondary School*: VI, 8, 241-242.

Chase, L. A., *History Course as an Expression of the Interests of Today*: VII, 1, 21-24.

Eddy, G. W., *The Civic View of Teaching History*: VII, 4, 120-122.

Edward, Rev. Brother D., *History an Essential of Catholic Education*: VII, 10, 344-346. (Nature and value of subject from Catholic point of view.)

N. E. A. Committee on the Social Studies: *Report of 1916*: VIII, 1, 4-25. (General Aims and Values (p. 4), and specific aims of various courses recommended.)

Report of Committee of Northwestern Association Values of History Instruction: VIII, 2, 46-48.

Shortridge, Wilson P., *The Relation of the History Curriculum to Vocational Training in the High Schools*: VIII, 3, 96-100.

Ames, H. V., *How Far Should the Teaching of History and Civics Be Used as a Means of Encouraging Patriotism?* VIII, 6, 188-192. (History and civics should be taught as a means of encouraging patriotism in so far as they create a desire for better citizenship, but not to inculcate feelings of hatred or superiority.)

Dawson, Edgar, A Political Generalization: VIII, 7, 222-226. (Aims in Civics teaching.)

Evans, Mary S., The International Mind in the Teaching of History: IX, 3, 129-130. (Dangers of sectionalism and provincialism in America. Need of cultivating an international spirit. Our attitude toward Germany after the war.)

Cannon, H. L., Restoration of English History to High School Curriculum: IX, 6, 312. (Value of history as preparation for good citizenship. Study of English followed by American history necessary to explain our present-day institutions.)

Capen, Louise I., Still Another Editorial Man of Straw: IX, 9, 483-484. (Defense of modern history teaching in linking up the past with the present.)

Staples, L. C., Education for Citizenship: XI, 2, 85-86.

Gates, A. I., Psychological Versus Chronological Order in the Teaching of History: XI, 6, 227-230. (Discusses Aims and Values, which indicate the "present interests of child" should determine choice and arrangement of historical subject matter—i. e., there should be a "psychological" rather than chronological order in teaching.)

Schafer, J. (Chairman), Report of Committee on History and Education for Citizenship: XII, 3, 90. (Statement of Aims adopted by American Historical Association Committee, meeting at Chicago, 1919. Emphasizes "open" and "critical" mindedness.)

Morehouse, Frances M., Syllabus for Ninth Grade Study of American Industries: XII, 4, 119-142. (Lists aims for teaching economics.)

Hamilton, J. G. De R., and Knight, E. W., Education for Citizenship: XII, 6, 197-208. (Analysis and discussion of the good citizenship aim, based upon observations of Army education.)

Hill, Howard C., History for History's Sake: XII, 9, 310-315. (General discussion of the chief aims advocated.)

Zook, G. F., Higher Education and Training for Citizenship: XIII, 2, 38-41. (Need for conscious program in this direction, in college as well as in the grades.)

Irby, Louise, Paper on Adjustments Between History and the Other Social Studies in Elementary and Secondary Schools: XIII, 3, 87-89. (Read at St. Louis Conference, 1921. Emphasizes importance of objectives.)

Bush, R. H., The History and Social Science Curriculum of the Joliet (Ill.) Township High School: XIII, 4, 133-135. (States Aims relating to subject, rather than to the child.)

Ahl, Frances N., Objectives and Methods in History: XIII, 6, 211-215.

Kilpatrick, W. H., What Shall We Seek From a History Project: XIII, 6, 215-216. (Title descriptive. Gives nine varying aims.)

Lewis, W. D., History as a Preparation for Citizenship: XIII, 7, 247-248. (Need for solution of civic problems by an increasingly democratic control.)

Shimer, E. D. (Chairman), Report on History Textbooks Used in the Public Schools of New York City: XIII, 7, 250-255. (Report of public school officials, which gives a statement of ideals clearly implying belief that patriotism is the chief aim in teaching of history in the grades.)

Characteristic Elements of the Social Studies: XIII, 9, 327-337. (A group of brief papers summarizing the nature and supposed educational values of each of these studies. Includes paper on History, by Henry Johnson; on Government, by Edgar Dawson; on Economics, by L. C. Marshall; on Sociology, by R. L. Finney and E. C. Hayes; on The Educational Value of Sociology, by F. H. Giddings; and on Geography, by W. W. Atwood.)

Report of the Joint Commission on the Presentation of Social Studies in the Schools: XIV, 2, 53-54. (Report of Commission of 1922. Its formulation of Aims and Values noted as being similar to those given in XIII, 9, 327-337.)

Report of Committee of Five on American History Textbooks Now in Use in California High Schools: XIV, 2, 54-56. (Committee appointed to examine "patriotism" of the textbooks. Report contains analysis of the type of patriotism which history teachers should aim to cultivate.)

Palm, F. C., The Purpose of an Outline Course in History for College Classes: XIV, 3, 99-101.

Hayes, C. J. H., Nationalism and the Social Studies: XIV, 7, 245-250. (Draws distinction between true patriotism and "nationalism," and condemns latter as "the major factor in our present-day wars." Teachers of the Social Studies should therefore avoid cultivating the nationalistic spirit.)

Evans, J. C., The Teaching of International Relationships Through the Social Studies: XIV, 7, 251-253. (Suggests training for "world citizenship," as well as for citizenship in state and nation, etc.)

Rugg, E., Evaluating the Aims and Outcomes of History: XIV, 8, 325. (Gives a classification of Aims of the study of history, based upon "question-blank studies," etc.)

Gambrill, J. M., Experimental Curriculum-Making in the Social Studies: XIV, 9, 384-406; XV, 1, 37-55. (Statements of objectives in teaching the social studies, as formulated by the directors of experimental curricula, with which this report deals. See especially XIV, 398, 400; XV, 38, 44, 45.)

Bennion, M., History of the Movement for Character and Citizenship Training in the Schools: XV, 5, 204-206. (Title descriptive.)

Sons of the American Revolution (Western Reserve Society): On Education: XVI, 5, 221. (States five aims of teaching civics.)

V. The Social Studies in the Curriculum.

PLACE OF HISTORY IN THE CURRICULUM

Sioussat, St. George L., History in the High School Curriculum: A Plea For Fair Play: V, 3, 87-91. (Deplores confusion in unit requirements in history for college entrance, and suggests remedies.)

Russell, W. F., The Entrance of History into the Curriculum of the Secondary School: V, 10, 311-318. (An historical study of conditions of history teaching in American schools in the early nineteenth century.)

N. E. A. Committee on the Social Studies: Report of 1916: VIII, 1, 4-25. (Relations with the other Social Studies.)

Chase, Wayland J., The Status of History in the High Schools of Wisconsin: VIII, 4, 132-133.

Conference on History in the Junior and Senior High School: Philadelphia, 1922: XIII, 7, 246-249. (Papers relate largely to place of European History in the curriculum.)

Hartwig, C. E., The Place of the Social Studies in the High Schools of Missouri: XIII, 9, 339-342.

Martz, C. E., The Place of History in a New Social Studies Program: XV, 2, 71-73. (The new courses in social studies must not displace history, but increase its value by a modification of its presentation in the classroom.)

PLACE OF THE OTHER SOCIAL STUDIES IN THE CURRICULUM

McMahon, E., The Social Sciences in the High School: VI, 7, 212-215.

N. E. A. Committee on the Social Studies: Report of 1916: VIII, 1, 4-25. (Importance of the other Social Studies in the curriculum.)

Balliet, L. M., The New Democracy and Education: XI, 4, 150-151. (Need for teaching economics, sociology, and ethics.)

Knowlton, D. C., Present Tendencies in the Social Studies: XI, 5, 194-195. (Emphasizes growing opinion that these studies are a unit, and should be required of all students.)

Dunn, Arthur W., Civics in Schools, with Special Reference to Grades IX and XII: XII, 6, 219-223. (Advocates viewpoint of the N. E. A. committee report on Social Studies, 1916.)

Tryon, R. M., Paper on Adjustments Between History and the Other Social Studies in Elementary and Secondary Schools: St. Louis, 1921: XIII, 3, 78-82. (Discusses demands of "the other Social Studies" for admission to the curriculum, and possible ways of correlating them with History. Papers following this, by Pierce, Violette, and Irby, touch upon these questions to a lesser extent.)

Knowlton, D. C., The Relation of Geography to the Social Studies in the Curriculum: XIII, 5, 154-158. (Title descriptive.)

Hartwig, C. E., The Place of the Social Studies in the High Schools of Missouri: XIII, 9, 339-342.

WHAT HISTORY AND OTHER SOCIAL STUDIES TO TEACH—CURRICULUM-MAKING

James, J. A., Proposals of the Committee of Eight: I, 3, 51.

Dynes, S. A., Review of the Report of the Committee of Eight: I, 3, 52-53.

Modification of Committee of Seven Report, Recommended by the N. E. A.: I, 4, 89-90.

Thompson, Mildred, Preliminary Report of the Committee of Five: I, 6, 128-129.

Sullivan, James, Suggested Changes in Course of Study in History: II, 5, 103-104.

Is Revision of the Course of Study in History Desirable? II, 8, 181-183. (Summary of the report of the Committee of Five of the American Historical Association.)

Muzzey, D. S., How Modern Shall We Make Our Modern History? III, 2, 25-28. (Urges teaching of those facts which enter constructively into present, and answers objections to teaching of recent history.)

Gambrill, J. M., Shall the Course of Study Recommended by the Committee of Eight Be Adopted in the Elementary Schools? III, 2, 30-32. (Criticises course, but advocates its adoption.)

Pray, C. E., History in the Normal Schools: How Shall the Professional Schools Prepare the Pupils to Teach in Accordance with the Report of the Committee of Eight? III, 3, 54-56. (Suggestions for History to be included in a Normal School course.)

Draper, A. S., No Mummified History in New York Schools: III, 4, 71-73. (Opposes teaching of too critical history. Teach "live" history.)

Middle States Association: New York City Meeting, 1912: III, 4, 88-89. (Discussion of teaching economics, sociology, and historical geography in the High School.)

Millspaugh, A. C., The Problem of Emphasis in Western Schools: III, 7, 148-149. (Should emphasize Western history.)

Hill, H. C., Teaching of History by Type Lessons: IV, 4, 98-102. (Only special type lessons or topics should be treated, in order to avoid too diffused a subject-matter.)

Priddy, Bessie L., Articulation of Our History Courses: IV, 7, 188-193.

Sprague, C. A., Reorganization of High School Courses: IV, 8, 222-223 and 235.

Hayes, C. H., Propriety and Value of the Study of Recent History: IV, 9, 241-248. (Why it is more essential than some other periods.)

N. E. A. Committee on the Social Studies: Preliminary Recommendation, 1913: IV, 10, 291-296. (Emphasizes "good citizenship" aim, and in order to realize this, recommends new "units" in the "social studies"; i. e., Community Civics, Vocational Civics, European History to 1700, European History Since 1700, and Economics.)

Marshall, T. P., Present Tendencies in High School History Teaching: V, 6, 179-181.

Gathany, J. M., The Reconstruction of History Teaching: V, 7, 223-227. (Urges selection of subject-matter pertinent to present problems, and teaching of Civics and Current Events.)

Burr, G. L., What History Shall We Teach: V, 9, 283-286. (Story of the past should not be stripped of all save that which leads into present, as this makes the past unreal.)

Davis, C. O., Realizable Educational Values in History: VI, 6, 167-178. (A proposed history course reorganization to bring about the maximum realization of educational values in History.)

Fish, C. R., American Diplomatic History in High School: VII, 2, 39-44.

The Definition of the Field of Secondary School History: Papers Read at the Washington and Berkeley Conferences, 1916: VII, 6, 191-210. (Papers by H. D. Foster, H. E. Bourne, E. M. Violette, James Sullivan, G. L. Burr, etc.)

Humphrey, E. E., Geographical versus Sequential History: VII, 9, 291-297. (Urges more emphasis for historical geography.)

Herrick, Cheesman A., Economics in the High School: VII, 9, 297-300. (Favors its introduction.)

N. E. A. Committee on the Social Studies: Report of 1916: VIII, 1, 4-25. (Recommendation of a new curriculum, based on the "3-3" arrangement of the secondary grades, and the recognition of "the other Social Studies.")

Robinson, G., Changing Emphasis in European History in the High Schools of California: VIII, 3, 85-88. (The emphasis is trending toward modern period of European history. English history is being supplanted by economics and civics.)

Shortridge, Wilson P., The Relation of the History Curriculum to Vocational Training in the High Schools: VIII, 3, 96-100.

Johnson, Henry, The School Course in History: Some Precedents and a Possible Next Step: IX, 2, 74-78. (Brief history of history-teaching in United States. Need of a history course to explain the development of humanity. Difficulties presented by our system of school organization and administration.)

Tryon, R. M., Discussion of paper: "The School Course in History—Some Precedents and a Possible Next Step," by Henry Johnson: IX, 2, 78-79. (Need of new history course to meet the needs of the changed conditions in school organization. Conflicting opinions of historians, educational psychologists, sociologists, and administrators.)

Wolfson, A. M., Discussion of paper: "The School Course in History—Some Precedents and a Possible Next Step," by Henry Johnson: IX, 2, 79-80. (History course should meet the present interests of the students.)

Bourne, H. E., Discussion following paper, "The School Course in History—Some Precedents and a Possible Next Step," by Henry Johnson: IX, 2, 80-81. (Comments on the work of the Committee of Eight.)

Foster, H. D., Discussion following paper, "The School Course in History—Some Precedents and a Possible Next Step," by H. Johnson: IX, 2, 81-82. (Need of consensus of opinion of teachers in elementary and secondary schools and colleges as to what should be emphasized and what eliminated.)

Editorial: Why We Have No History Program in American Schools: IX, 3, 123. (Refers to speech of Prof. H. Johnson at Philadelphia, December, 1917 (IX, 2, 74-78). Necessary to adopt a reasonable time schedule before a history program can be drawn up.)

Latourette, K. S., The Study of the Far East: A Suggested Addition to Our Reconstructed History Curriculum: X, 3, 131-132.

Harding, S. B., What the War Should Do for Our History Methods: X, 4, 189-190. (In reorganizing the history program.)

Clark, J. B., Some Effects of the War on the Teaching of History and Civics: X, 7, 389.

Chase, W. J., A Criticism of the Report of the Committee on Teaching History: X, 7, 389-390.

Richardson, R. K., The Utility of Medieval History in Elementary College Curricula: XI, 1, 10-13.

Clark, E. M., History Curriculum Since 1850: XI, 2, 58-68. (Detailed study, New York and Massachusetts used as examples.)

Present Status of Social Studies in the High Schools of the United States (1919): XI, 2, 87-88. (Digest of report of United States Bureau of Education, showing number of schools teaching the "Other Social Studies" and the most popular texts.)

Comments on Secondary School Courses in Sociology and Social Psychology: XI, 3, 119-120.

Gates, A. I., Psychological Versus Chronological Order in Teaching History: XI, 6, 227-230. (Discusses "Objectives," which indicate that the "present interests of the child" should determine choice and arrangement of historical subject-matter—i. e., there should be a "psychological," rather than a chronological, order of teaching.)

Orbison, Inez, The Use of Magazines in the Teaching of History: XII, 1, 20-23. (Urge teaching of History and Current Events "side by side.")

Schafer, J. (Chairman), Report of Committee on History and Education for Citizenship: XII, 3, 87-93. (Discusses the curricula in History and Other Social Studies which have been recommended by important committees since 1893.)

Johnson, Henry, History in the Grades: XII, 3, 93-97. (Outlines subject-matter for the grades, and urges such a selection of historical content as will leave impressions of historical continuity. Criticizes composite courses, whose subject-matter is chosen only for its immediate applicability to present problems.)

Rugg, H. O., How Shall We Reconstruct the Social Studies Curriculum? An Open Letter to Professor Henry Johnson: 1921: XII, 5, 184-189. (A comment on the report of the "Committee on History and Education for Citizenship." Attacks work of the A. H. A. committees on the curriculum as "opinionated and empirical," and urges that the method of curriculum-making be revolutionized, so that it may become "scientific and objective." Discusses the best means to reaching this end. For comment on this "Letter," see Gambrill, J. M., Experimental Curriculum-Making in the Social Studies: XIV, 9, 391-392.)

Schafer, Joseph, The Methods and Aims of Committee Procedure. Open Letter from Dr. Schafer to Mr. Rugg: XII, 7, 247-249. (A reply to Mr. Rugg's criticisms of the report of the "Second Committee of Eight." Questions the "scientific" character of Rugg's methods in Curriculum-Making.)

Rugg, H. O., On Reconstructing the Social Studies: Comments on Dr. Schafer's Letter: XII, 7, 249-252. (A defense of Rugg's method of reconstructing the curriculum.)

Taggart, H. F., Reorganization of Social Studies in Secondary Schools: XII, 8, 281-284.

Rugg, E. U., Annual Meeting, National Council for Social Studies: XIII, 4, 137-139. (Discusses proposed course of study in Social Studies for Secondary Schools.)

Bockstahler, O. L., The Teaching of a General Course in European History in Illinois Schools: XIII, 5, 174-176. (Arguments for same.)

Almack, J. C., What to Teach in History: XIII, 5, 176-178. (How to determine this.)

Wittke, C., The Immigrant in American History: XIII, 6, 193-195. (Title descriptive. Importance of subject to teacher.)

Buley, R. C., Citizenship Courses in the Senior High School: XIV, 5, 185-188.

Richardson, W., The Social Sciences in Junior and Senior High Schools: XIV, 6, 189-190.

Morehouse, Frances, Broadening the Historical Background: XIV, 6, 220-222. (Suggests that the increasing complexity of our present problems demands a training in a broader historical background, if these problems are to be understood. Narrow national history, e. g., should be expanded into world history.)

Evans, J. C., The Teaching of International Relations Through the Social Studies: XIV, 7, 251-253. (Preparation for world citizenship requires training in world history, economics, sociology, geography, and current events.)

Gambrill, J. M., Experimental Curriculum-Making in the Social Studies: XIV, 9, 384-406; and XV, 1, 37-55. (Describes a number of curricula in progressive state, local, and university schools. Discusses, in connection with these, the problems and methods of curriculum-making. The methods of H. O. Rugg, Lincoln School; L. C. Marshall, University of Chicago; Superintendent C. W. Washburne, of Winnetka, and J. L. Barnard, State Director of Social Studies in Pennsylvania, are described.)

Martz, C. E., The Place of History in a New Social Studies Program: XV, 2, 71-73. (Admission of Other Social Studies necessitates reducing the amount of history taught, and this involves discarding non-essentials.)

Gambrill, J. M., Some Tendencies and Issues in the Making of Social Studies Curricula: XV, 2, 84-89. (A critical discussion of the outstanding issues and tendencies in the principles and practice of the innovators in social science, as revealed in the author's report of his investigation of experimental curriculum (XIV, 9; XV, 1.) The demand for socialized studies gives rise to varied courses, composite and correlative, raises the question of the function of History, and emphasizes the problem of textbooks, the need of adequately trained teachers, and the lack of co-operation of educational and administrative authorities with specialists in the social studies.)

Dawson, Edgar, The History Inquiry: Parts I to V: XV, 6, 239-251. (Gives history of curriculum-making, the advent of demand for "other Social Studies," and the reorganization that followed. Adds a "Cross-Section of Present Curricula," 1924, including charts.)

Knowlton, D. C., Building a Course in the Social Studies for the Junior High School: XV, 8, 356-360. (Discusses principles and ideas upon which such "building" is based, and gives a course so constructed.)

Dawson, Edgar, Letter from the Secretary of the National Council: XV, 9, 384-385. (Statement in Report of Secretary, by Prof. Milton Bennion, on need for teaching Social Ethics.)

Titterington, Anne M., What the Educational Surveys Recommend Concerning the Social Studies: XV, 9, 399-402. (A summary of the principal surveys from 1913 to 1923, relating in part to the Curriculum.)

Almack, J. C., and Bormose, Ruth, How France Trains for Citizenship: XVI, 1, 25-27. (Notes on the French Curriculum.)

Griffin, E., The Teaching of Asiatic History to Undergraduates: XVI, 6, 257-261.

Matheny, Edith F., The Argument for English History in the High School: XVI, 6, 261.

CORRELATION OF THE SOCIAL STUDIES WITH ONE ANOTHER AND WITH OTHER SUBJECTS

Sanford, A. H., Correlation of American History and Civics: I, 3, 63-64.

Wrench, J. E., The Teaching of Greek History: V. The Historical Geography of Greece: V, 1, 17-23. (Implies correlation of history and geography.)

United States Department of Agriculture: Suggestions for Correlation of History and Agriculture: VI, 9, 298. (Gives outline of proposed course.)

Monro, K. M., Suggestions for the Correlation of English and History: VI, 9, 289-290.

N. E. A. Committee on the Social Studies: Report of 1916: VIII, 1, 4-25. (The question of so teaching social studies as to correlate them and other studies, or to keep them distinct.)

Greene, E. B., Suggestions on the Relation of American to European History: VIII, 7, 218-219.

Conference Upon Desirable Adjustments Between History and the Other Social Studies in Elementary and Secondary Schools, St. Louis, 1921: XIII, 3, 78-89. (Papers by Tryon, Pierce, Irby, Violette, and others.)

Dowell, E. S., Co-ordinating the Courses in Social Science in Bucyrus (Ohio) High School by Means of Departmental Meetings: XIV, 3, 107-112.

Leonard, S. A., Some Experiments in Co-operation Between History and English in High School: XIV, 5, 180-181.

Gambrill, J. M., Experimental Curriculum-Making in the Social Studies: XV, 1, 43-45. (Suggestions for correlation of history and geography.)

Richardson, W., The Social Studies in Junior and Senior High Schools: XIV, 5, 189-190.

Plum, H. G., Correlation with English History in the High School American History Course: XV, 4, 162-167.

Knowlton, D. C., Building a Course in the Social Studies for the Junior High School: XV, 8, 356-360. (Discusses correlation of geography, history, and civics.)

Stone, Edna H., Teaching the Social Studies in the Seventh Grade: XVI, 6, 262-274. (Correlation between Geography, English, and the Social Studies.)

GRADING THE SUBJECT

Channing, Edward, Teaching American History in Schools and Colleges: IV, 5, 121-123. (Discusses grading subject for Grammar, High School, and College years.)

N. E. A. Committee on the Social Studies: Report of 1916: VIII, 1, 4-25. (Its importance.)

Tryon, R. M., Progressive Requirements in American History for Junior and Senior High Schools: IX, 8, 442-449. (Article covers the general fields of American history, maps to make, dates to remember, personages to know, and topics with which to be familiar. Suggestions made as to method of procedure.)

Gates, A. I., Psychological Versus Chronological Order in Teaching History: XI, 6, 227-230. (Urges consideration of mental limitations in the different school years, and adaptation of curriculum to the same.)

Johnson, Henry, History in the Grades: XII, 3, 93-97. (Discusses grading of subject-matter in history for grades one to seven.)

Morehouse, Frances, Principles Governing the Differentiation between Junior and Senior High School History: XV, 4, 154-158. (The distinction in function between the two high schools applied to the history curriculum forms the basis of this article, which shows the importance of making knowledge in the junior high school distinctly concrete, and, in the senior high school, more generalized, and, to some extent, abstract.)

Knowlton, D. C., History in Its Relation to the Junior High School: XVI, 1, 18-22. (Grading for this type of school.)

DESCRIPTIONS OR OUTLINES OF SPECIFIC COURSES OF STUDY

Goodwin, F. P., Social Science Courses for Commercial Students: III, 8, 180-181. (In Cincinnati.)

Cooper, W. J., Berkeley Public Schools—Courses in History: VI, 10, 328-330.

Kuhlman, C. B., The Minnesota History Teachers' Syllabus: VIII, 5, 147-149.

Report of the Committee on Course of Study in History to the Nebraska History Teachers' Association, Omaha, November 8, 1917: IX, 1, 24-25. (New course of study in Social Sciences for Elementary, Junior, and Senior High Schools of Nebraska.)

Stewart, Anna, The Social Sciences in Secondary Schools: XII, 2, 53-56. (Course of study in California, especially Los Angeles.)

Report of Committee on History and Education for Citizenship: ("Second Committee of Eight," 1921): XII, 3, 93-97; 4, 119-142; 5, 165-184; 6, 208-218. (Discussion and outlines of course of study up to eleventh grade.)

Kelsey, R. W., History Teaching in Germany: XII, 5, 152-157. (Specific course of study as given in various German universities and secondary schools, about 1920.)

Knowlton, D. C., Syllabus for Modern History in the Tenth Grade: XII, 5, 165-184. (Discusses relation of this course to the whole course of study.)

Munro, W. B., The Study of Civics: XIII, 2, 42-46. (Report by Chairman of committee of A. P. S. A., 1921, includes topical outline for courses.)

Bush, R. H., The History and Social Science Curriculum of the Joliet (Ill.) Township High School: XIII, 4, 133-135.

Rugg, E. U., Annual Meeting National Council for Social Studies: XIII, 4, 137-139. (Proposed course of study, for the secondary schools, in Social Studies.)

Griffin, E., The Window of World History and the Educational Vista: XIII, 6, 196-203. (Detailed description, suggestions, and references for World History course.)

Barnard, J. L., Pennsylvania Program of the Social Studies: XIII, 9, 337-339. (General principles; the twelve-year program; objectives of each grade.)

Hill, H. C., An Attainable Program of Social Studies for the High School: XIII, 9, 353-356. (Proposed course of study.)

Institute for Public Service, New York City, College Courses in Foreign Affairs: XIV, 2, 61-68. (A survey of such courses in all types of colleges.)

Bye, E. C., A Composite Course in Social Science: XIV, 4, 145-147. (The Coatesville (Pa.) Senior High School Course and method pursued.)

Gathany, J. M., The Teaching of the Social Science Studies in the Junior High School: XIV, 7, 265-266. (A proposed course of study from grades one to six.)

A Three-Year Senior High School Course in Social Studies: XIV, 7, 269-274. (A suggested three-year Social Science Course as a minimum requirement for graduation from all High Schools in California. Courses outlined.)

Smith, E. P., The Social Studies in New York State: XIV, 9, 359-363. (Title descriptive.)

Murphy, J. M., History Teaching in Massachusetts High Schools: XIV, 9, 363-369.

Smith, E. B., Status of Social Studies in the High Schools of Colorado: XIV, 9, 369-372.

Gambrill, J. M., Experimental Curriculum-Making in the Social Studies: XIV, 9, 384-406; and XV, 1, 37-55. (Describes Courses of Study in University of Chicago High School; in the Lincoln School of Teachers College; a Composite Course for the Junior High School, proposed by L. C. Marshall; A Project to Construct Scientifically a Fact Course in Social Studies for the Grades, by C. W. Washburne; The State Program of Pennsylvania; The Course of Study at Oakland, California, and at Detroit, Michigan. Introductory comments are included.)

The New Jersey Course in the Social Studies: Report of the Committee on Social Science of the New Jersey Association of Teachers of Social Science: 1923: XV, 5, 210-212. (A synopsis of courses in the social sciences for junior and senior high schools, including suggestions for preliminary history courses in the 5th and 6th grades, and a topical outline of a 10th grade course in World Civilization, concluding with a detailed syllabus of 12th grade economics.)

Outline of Course in "Problems of American Democracy," prepared by a Sub-Committee of the New Jersey Association of Teachers of Social Science: XV, 5, 213-222. (A detailed syllabus.)

The New Jersey Course in the Social Studies: Report of the Committee on Social Science of the New Jersey Association of Teachers of Social Science: XV, 5, 210-212. (A syllabus of courses in the social sciences for junior and senior high schools, including a topical outline for a course in "World Civilization" and a syllabus of "12th grade Economics.")

Historical and Comparative Chart of Important American Curricula in History and the Social Studies: XV, 6, 244-245. (Given in Dawson, *The History Inquiry*. Compares the following curricula, grade for grade: "Madison Conference," 1892; "Committee of Seven," 1898; "Committee of Eight," 1908; "N. E. A. Committee of 1916"; "Second Committee of Eight," 1921; "Pennsylvania Program," 1922.)

Knowlton, D. C., Building a Course in the Social Studies for the Junior High School: XV, 8, 356-360. (Proposal of a plan for new arrangement of content, including geography, history, and civics. This is summarized by grades in conclusion, following a general discussion of the principles and concepts involved.)

Murphy, J. M., *The New England Survey: Connecticut: XV*, 9, 406-410. (A report on the social studies curriculum in the high schools of Connecticut.)
 Murphy, J. M., *A Survey of the Social Studies in New England—Rhode Island: XVI*, 4, 165-166. (Outlines course for four-year High Schools.)

Pierce, Bessie L., *State and City Courses of Study for Eighth Grade: XVI*, 7, 323-325. (Included in article: *The Social Studies in the Eighth Grade*. Gives summarized statements for various states and cities.)

VI. Specific Courses—Outlines and Syllabi.

Knowlton, D. C., and Wolfson, A. M., *Outline of European History: III*, 9, 205; 10, 229; IV, 2, 51; 3, 77; 4, 104; 5, 132; 6, 173; V, 1, 25; 5, 153; 6, 183. (An informational outline with advice on method, emphasis, and reading.)
 Knowlton, D. C., *Solution of the European History Problem: VII*, 1, 20-21. (Outlines courses in Ancient and Modern European History, in conformity with N. E. A. Social Studies Committee Report.)
 Horton, D. W., *Standards for Community Civics: VII*, 2, 57-63. (Syllabus for this course.)
 Phyfe, R. E., *Teaching Recent American History: VII*, 3, 88-91. (Guidance Outline.)
 Osgood, Ellen L., *Experimental Course in Industrial History: VII*, 3, 99-102. (Outline and bibliography.)
 Hoskins, H. L., *Preliminaries of the World Conflict—Syllabus of a Course of Study: IX*, 6, 277-293. (A Study Outline for a course in European history leading up to and including events in the World War. References and bibliography.)
 "War Issues Course": IX, 9, 486. (Possible changes in the course for the "S. A. T. C.")
 Morehouse, Frances M., *Syllabus for Ninth Grade Study of American Industries: XII*, 4, 119-142. (Title descriptive.)
 Knowlton, D. C., *Syllabus for Modern History in Tenth Grade: XII*, 5, 165-184. (Title descriptive.)
 Morehouse, Frances, *Syllabus for Eleventh Grade Study of American History: XII*, 6, 208-218. (Title descriptive. Contains bibliographical references topically arranged.)
 Smith, E. P., *The Social Studies in New York State: XIV*, 9, 360-361. (Gives outline of "Survey of Contemporary Civilization" Course.)
 Bolton, H. E., *An Introductory Course in American History: XV*, 1, 17-20. (A general survey of the history of the Western Hemisphere, given for Freshmen and Sophomores at the University of California. A brief account of its organization, a general outline of the course, and a complete list of its lectures and required readings.)
 Wagner, D. O., *Syllabus for a College Course in English History with Reading References: XV*, 4, 176-186. (Title descriptive.)
 Hughes, R. O., *The Twelfth Grade Course in Problems of Democracy: XV*, 5, 206-209. (A description of the course given by the author in the Peabody High School, Pittsburgh, Pa., as well as a discussion of its meaning, its organization, method, general results, and suggestions of practical value.)
 Pingrey, Jennie L., *A Pecuniary Approach to Civics: XV*, 8, 360-361. (A plan for a year's program in first year Civics, carried out by the author in the High School at Hastings-on-Hudson.)
 Cannon, Annie E., *A Plan for Teaching a Course in Civics on the Unit Basis: XVI*, 1, 28-35. (Includes course outlines.)
 Pierce, Bessie L., *The Social Studies in the Eighth Grade: Excerpt from the Denver Course of Study: XI*, 7, 316-317. (Outline for course on "History of the Industrial Revolution.")

VII. General Pedagogy of History and the Other Social Studies.

Editorial: *Opening Days of a History Course: I*, 1, 3.
 Macdonald, W., *Gain, Loss, and Problem in Recent History Teaching: I*, 2, 23.

Trenholme, N. M., *The Organization of the Recitation: I*, 4, 74-76.
 Kelsey, R. W., *A Weak Spot in History Teaching: III*, 2, 35. (Urges more memory drill on basic facts in history.)
 Tucker, H. P., *The Doctrine of Interest As Related to Instruction in the Social Sciences in the High School: III*, 3, 50-53. (Development of interest in order to secure maximum effort.)
 Yocom, A. D., *The Most Effective Factors in the Teaching of History: IV*, 2, 43-44. (Gives list of "experimental problems," relating to "pedagogic method.")
 Stevens, R., *Waste in History Instruction: IV*, 2, 52-55. (Net results of teaching inconsimilurate with effort invested because of indefiniteness of purpose, slavish adherence to the text, too much work done by the teacher.)
 Hill, H. C., *Teaching of History by Type Studies: IV*, 4, 98-102. (Danger of attempting to cover too much subject-matter may be avoided by using detailed "type lessons" to illustrate the whole story.)
 Coulton, G. G., *Standardization of History Teaching: IV*, 5, 139. (Excerpts from paper read before English Historical Association, London Meeting, 1913. Plea for rigid syllabus of essential facts to be standard throughout England.)
 Schilling, D. C., *Some Problems of History Teaching: V*, 5, 141-143.
 Lewis, E. S., *The Teaching of History in Maine: V*, 5, 159-161.
 Russell, W. F., *Early Methods in Teaching History in Secondary Schools: Pt. I: VI*, 1, 14-19. (The general methods in use during the four decades of the 19th century, with contemporary views of such methods.)
 Russell, W. F., *Early Methods in Teaching History in Secondary Schools. Pt. II: VI*, 2, 44-52. (Early teaching devices were review questions, topical outlines, reference reading, note-book work, together with such aids as map work, blackboard work, and charts. Some exceptional cases of early methods.)
 Clark, J. B., *Some Effects of the War Upon the Teaching of History and Civics: X*, 7, 389.
 Dowell, E. S., *Method of Instruction Used in Bucyrus (Ohio) High School: XI*, 9, 356-360. (Specific description of all phases of methods employed; equipment, socialized recitation, debates, laboratory work, etc.)
 Hamilton, J. G. De R., and Knight, E. W., *Education for Citizenship: XII*, 6, 197-208. (Conclusions based upon observation of Army education.)
 Butler, S. B., *The Need for Organization and for a Common Terminology in the Social Studies: XIII*, 5, 170-172.
 Ahl, Frances N., *Objectives and Methods in History: XIII*, 6, 211-215.
 Cheney, Monona L., *An Ideal History Teacher: XV*, 9, 395-397. (Suggestions of methods of teaching history from the description of the manner of procedure and the characteristics of a successful history teacher, written by a former pupil.)
 Titterington, Annie M., *What the Educational Surveys Recommend Concerning the Social Sciences: XV*, 9, 399-402. (A summary of the principal recommendations made in surveys from 1913 to 1923.)
 Brokaw, A. C., *The Diary of a High School Boy Reveals How One Teacher Made History Concrete: XVI*, 2, 80-83. (Various ideas and devices that helped a new teacher.)
 Stone, Edna, *Teaching the Social Studies in the Seventh Grade: XVI*, 8, 262-274. (First of a series, for Vols. XVI and XVII, on teaching in each of the Junior and Senior High Grades.)
 Pierce, Bessie L., *The Social Studies in the Eighth Grade: XVI*, 7, 315-331. (Second of a series of articles, for Vols. XVI and XVII, on teaching in each of the Junior and Senior High School Grades.)

VIII. Reports of Professional Associations and Other General Surveys.

Missouri Society of Teachers of History: Questionnaire on the Teaching of History in the High Schools of Missouri: II, 6, 138-139. (Includes table of results.)

Is Revision of the Course of Study in History Desirable? Advanced Summary of Report of the Committee of Five: II, 8, 181-183.

Editorial: 'An Accusation: III, 1, 15-16. (Criticism of common faults in the teaching of history—a general view.)

Gambrill, J. M., Shall the Course of Study Recommended by the Committee of Eight Be Adopted in the Elementary Schools? III, 2, 30-32. (Criticizes Course, but advocates its adoption.)

Report of A. H. A. Committee on "The Training of High School History Teachers": IV, 1, 22-24. (D. C. Munro, Chairman. Includes report by William Fairley, on same subject, to Middle States and Maryland Association.)

Preliminary Report of the N. E. A. Committee on Social Science in Secondary Schools, 1913; IV, 5, 136.

Middle States Association: Committee Report on "Teaching Economics in High Schools," 1913: IV, 5, 137. (H. R. Burch, Chairman.)

Report of Mississippi Valley Historical Association Committee on "The Certification of High School Teachers of History," 1913: IV, 6, 169-172. (Surveys each aspect of the field and makes recommendations. F. L. Paxson, Chairman.)

N. E. A. Committee on the Social Studies: Preliminary Recommendation, 1913: IV, 10, 291-296. (Emphasizes "good citizenship" aim, and in order to realize this, recommends new "units" in the "social studies"; i. e., Community Civics, Vocations, European History to 1700, European History Since 1700, and Economics. Statements for these subjects prepared, respectively, by J. L. Barnard, W. A. Wheatley, J. H. Robinson, H. R. Burch, T. J. Jones, Chairman.)

Report of Committee of the Mississippi Valley Historical Association on the Certification of High School Teachers of History: VI, 5, 150-152. (Suggested course in methods of teaching History; with bibliography.)

The Definition of the Field of Secondary School History: Papers Read at the Washington and Berkeley Conferences, 1916: VII, 6, 191-210. (Papers by H. D. Foster, H. E. Bourne, E. M. Violette, James Sullivan, G. L. Burr, etc.)

Koos, L. V., History in the North Central High Schools: VII, 10, 347-351. (Aims, organization, and methods obtaining in schools on the approved list of the North Central Association of Colleges and Secondary Schools.)

N. E. A. Commission on the Reorganization of Secondary Education: Committee on the Social Studies: Report of 1916: VIII, 1, 4-25. (Influential report which recognized the "3-3" arrangement of secondary grades; importance of the "other Social Studies," etc. For history of its work see Dawson's History Inquiry. For personnel of the committee see VIII, 1, 3. Pt. IV of the Report, dealing with methods, preparation of teachers, and textbooks, is not printed here. Entire report issued as Bulletin No. 28, 1916, of United States Bureau of Education.)

Report of a Joint Session of the Association of History Teachers of the Middle States and Maryland and the American Historical Association: IX, 2, 74-83. (Paper by Johnson, Henry, "The School Course in History: Some Precedents and a Possible Next Step." Discussion by R. M. Tryon, A. M. Wolfson, Henry E. Bourne, Herbert D. Foster.)

Knowlton, D. C., A Decade of Committee Activity: X, 9, 488-499. (The various committee investigations and reports, and their accomplishments, 1909-1919.)

Knowlton, D. C., Report of the Secretary and Papers Read at the Conference on the Report of the Committee on History and Education for Citizenship in the Schools: XI, 2, 73-83. (First general discussion of report of the "Second Committee of Eight." Includes following papers: Bonham, M. L., Application to Conditions in the South; Bogardus, S. F., The New Course of Study and the Teachers' Training Schools; Knowlton, D. C., The Standpoint of the N. E. A. Committee; Coulomb, C. A., The Proposed Course of Study for Elementary Schools; James, J. A., From the Viewpoint of the Committee of Eight.)

Conference on the Report of the Committee on History and Education for Citizenship in the Schools: Supplementary Papers: XI, 3, 111-115. (Includes following papers: Schafer, J., Decisions Reached in Meetings Held at Cleveland, Ohio, December 30 and 31, 1919; Foster, H. D., Application to Conditions in New England.)

Munro, W. B., The Study of Civics: XIII, 2, 42-46. (Report by Chairman of committee of A. P. S. A., 1921. Not adopted.)

Conference Upon Desirable Adjustments Between History and the Other Social Studies in Elementary and Secondary Schools: St. Louis, 1921: XIII, 3, 78-89. (Papers and Discussions, D. C. Knowlton, Chairman. Title descriptive.)

Conference on History in the Junior and Senior High School, Philadelphia, 1922: XIII, 7, 246-249. (Held in connection with "Schoolmen's Week," University of Pennsylvania. Chief topic: "Place of European History in the Curriculum." Text of four papers given.)

National Council for the Social Studies: Program and proposed amendments to the constitution of the National Council for the Social Studies: XIV, 2, 48-49.

Report of the Joint Commission on the Presentation of Social Studies in the Schools: XIV, 2, 53-54. (Composition and Duties of Joint Commission for 1922. Proposed Co-operation with National Council for Social Studies. Formulations of the Purpose of Social Studies and Contribution of each field of study noted as similar to those given in XIII, 9, 327-337.)

Beeman, L. L., A Three-Year Senior High School Course in Social Studies: Report of the Social Science Teachers' Association of Southern California: XIV, 7, 266-271. (General Summary of Social Studies Courses in the United States, and tendencies noted in relation to same, based upon surveys made in 1922. Outlines for suggested courses in tenth, eleventh, and twelfth grades appended.)

Gambrill, J. M., Experimental Curriculum-Making in the Social Studies: XIV, 9, 384-406; XV, 1, 37-55. (Report of a study of outstanding experiments, or courses, in the social studies in the junior and senior high schools of the United States, based upon personal observation and conference in sixteen states, supplemented by available documentary material. It is descriptive and analytical rather than critical, though a brief discussion at the conclusion of each report raises a few questions, indicative of different points of views. Study was made for the National Council for the Social Studies, and financed by the Commonwealth Fund.)

Gambrill, J. M., Some Tendencies and Issues in the Making of Social Studies Curricula: XV, 2, 84-89. (A critical discussion, based upon the author's report upon experimental curriculum-making (XIV, 9; XV, 1). Includes "Things Not Found," as well as those found in this survey.)

Committee on the Social Studies, of the Commission on the Reorganization of Secondary Education: Report of 1916: XV, 6, 243-248. (History of the Committee and analysis of its Report, given in Dawson, The History Inquiry. The Report "contains a mass of alternative proposals intended rather to stimulate new courses than to stabilize...current practices." Was of primary influence in introducing the "Other Social Studies" into the Secondary School Curriculum.)

A. H. A. "Committee of Seven" on the Study of History in Schools, 1898: XV, 6, 239-241, 249. (History and analysis of the work of this famous committee, given in Dawson, The History Inquiry. Also brief analyses of the work of the other A. H. A. committees on

same subject; the Committees of "Eight" (1909); of "Five" (1911); and the "Second Committee of Eight" (1921).)

Books for Historical Reading in Schools: A Report by Joint Committees of the New England History Teachers Association, the History Teachers' Association of the Middle States and Maryland, and the Teachers' Section of the Mississippi Valley Historical Association: XV, 7, 306-313. (Lists of (1) books for outside reading in Ancient, European, American, and English History; (2) recent books likely to prove useful; (3) novels, the value and interest of which were reported by teachers of history in secondary schools. The method of their selection is described. Prof. H. D. Foster, Chairman of Joint Committee.)

Comments and Criticisms upon the History Inquiry: XV, 7, 314-319. (Brief discussions of Dawson's History Inquiry: 1. The Survey Shows Chaotic Conditions, R. L. Ashley. 2. Five Queries upon the Inquiry, Matthew L. Dann. 3. The Statistics are Superficial, C. E. Martz. 4. An Administrator's Opinion, T. J. McCormack. 5. Caution to be Used in Reading the Survey, Bessie L. Pierce. 6. What Ought to be Done? R. M. Tryon. 7. The Next Step, H. D. Foster. All comments are favorable, except that of C. E. Martz.)

Titterington, Anne M., What the Educational Surveys Recommend Concerning the Social Sciences: XV, 9, 399-402, 401. (A brief summary of recommendations made concerning the course of study in the social sciences, as found in surveys from 1913 to 1923.)

Murphy, J. M., The New England Survey: Connecticut: XV, 9, 406-410. (A report on the social studies curriculum in the high schools of Connecticut.)

IX. Teaching Abroad and Foreign Opinion of American Teaching.

The Oxford Summer School, 1910: I, 3, 65.

Burstall, Sarah A., Impressions of American History Teaching: I, 5, 96. (By an English teacher.)

Gwatkin, H. M., How to Conduct a Lecture Course in History: II, 3, 52-53. (By a Cambridge professor. Advocates the Lecture Method.)

Dawson, Edgar, Preparation of the High School Teacher: II, 9, 197-200. (Brief statement of training of such teachers in France and Germany.)

Adams, Victoria A., The Summer Session of University Extension at Oxford: II, 9, 202-203.

English Historical Association's Manchester Meeting, 1911: III, 3, 62-63. (Proceedings relating to elementary school history.)

Dawson, C. E., Standards of Certification Outside of New England: III, 5, 106-108. (Teacher Training in France and Germany.)

Cotton, G. G., Standardization of History Teaching: IV, 5, 139. (Excerpts from paper read before English Historical Association, London meeting, 1913. Plea for rigid syllabus of essential facts, to be standard throughout England.)

As Others See Us: IV, 6, 172. (Opinion of English editor that American doctoral theses are worthy of nothing but oblivion.)

White, J. A., History Teaching in England and the Great War: VI, 2, 60-61; 3, 73.

The War in German Schools: VI, 3, 81.

Stratford Upon Avon Conference of History Teachers, 1915: VI, 5, 156-157.

McKinley, A. E., The War and History Teaching in Europe: VIII, 5, 143-147. (The courses are aiming to (1) give greater stress to the development of nationalism; (2) to discover the causes of the war; (3) to compare this with other wars.)

Hunt, Agnes, The War and the Secondary Education of Girls in France: IX, 3, 131-134. (Women of the middle classes will of necessity enter industrial and professional life in great numbers after the war. Higher schools of various kinds now admitting women. Suggested changes in the lycées for girls to fit them to the changed conditions.)

"An English Schoolmaster," Teaching of History of Today: XI, 1, 16-17.

Clark, E. M., History Curriculum Since 1850: XI, 2, 58-68. (Relates in part to European universities.)

Schmitt, B. E., Historical Study in English Universities: XII, 4, 109-113. (Title descriptive. Describes work at Oxford and Cambridge, and at the newer universities of Manchester and London. Suggestions to American students.)

Kelsey, R. W., History Teaching in Germany: XIII, 5, 152-157. (Effects of the War on school history curricula and on the teaching of history.)

Textor, L. E., Young Russia in Czechoslovakia: XIV, 5, 165-170. (Education of Russians in Czechoslovakia since the World War. Describes conditions of student life.)

Oxford University: Vacation Course in History: XV, 4, 173.

Almack, J. C., and Bormose, Ruth, How France Trains for Citizenship: XVI, 1, 25-27. (Title descriptive.)

X. Teaching in Special Fields of History.

WORLD HISTORY

Larzalere, C. S., History Teacher and the Peace Movement: IV, 3, 79-80. (Discusses evolution of war, through the clan, tribal, and national stages.)

Knowlton, D. C., Solution of the European History Problem: VII, 1, 20-21. (Gives outline of courses, which cover ancient and modern periods, in conformity with suggestions of the N. E. A. Committee on Social Studies.)

N. E. A. Committee on the Social Studies: Report of 1916: VIII, 1, 4-25. (Aims and character of the new World History Course.)

Knowlton, D. C., The Epoch-Making War in History: IX, 5, 261-263. (The study of war has a real place in history.)

Davis, C. O., A Course in World History: X, 8, 451-454. (Why it is needed.)

Kurrie, Majel I., A New Method: XI, 3, 121-122. (Suggests novel way to show enormous advances made by primitive man.)

Finney, R. L., Course in General History from the Sociologists' Standpoint: XI, 6, 221-227. (Reasons for desiring a general survey of world history.)

Griffin, E., The Window of World History and the Educational Vista: XIII, 6, 196-203. (Detailed directions for college course in World History.)

Gambrill, J. M., Experimental Curriculum-Making in the Social Studies: XIV, 9, 384-406; XV, 1, 37-55. (Outlines (1) of a two-year course: "Survey of Civilization" and "Modern History," used in the "Laboratory High School" of the University of Chicago; (2) of a composite course in grades 7 and 8 of the Lincoln School, Teachers College, Columbia University; (3) suggestions for a one-year composite course, used in the Mission High School, San Francisco.)

New Jersey Course in the Social Studies: Report of Committee on Social Science of the New Jersey Association of Teachers of Social Science: XV, 5, 210-212. (Topical Outline of Course in "History of World Civilization.")

Dawson, Edgar, The History Inquiry: Parts I to VI: XV, 6, 239-259. (Discusses the "old" course in World or "General" history, its abandonment, and the development of the "new" World History course.)

ANCIENT AND CLASSICAL HISTORY

Fairley, W., Ancient History in the Secondary School: Early Greece: I, 2, 38.

Fairley, W., Sparta, Athens, and the Persian Wars: I, 3, 61-62.

Fairley, W., Ancient History in the Secondary School: I, 4, 84.

Fairley, W., The Story of Rome: I, 6, 133-144.

Fairley, W., Early Roman History: I, 7, 155-156. (First of a series on Ancient History.)

Fairley, William, Overthrow of the Roman Republic: I, 8, 179-180.

Fairley, W., The Roman Empire: I, 9, 205-206.

Fairley, W., Period of 500-800 A. D.: I, 10, 229-230.

Knowlton, D. C., Suggestions for Teacher of Ancient History: II, 2, 39-41.

Knowlton, D. C., After the Peloponnesian War: II, 3, 65.

Knowlton, D. C., An Athenian Assembly: II, 4, 85-86.

Knowlton, D. C., The Rise of Macedonia: II, 5, 106-107.

Knowlton, D. C., Struggle Between the Plebeians and Patricians: II, 6, 130-131.

Knowlton, D. C., The Roman Revolution, 133 to 27 B. C.: II, 7, 161-162.

Knowlton, D. C., The Establishment of the Roman Empire: III, 2, 33.

Knowlton, D. C., From Marcus Aurelian to Diocletian: III, 4, 83-84. (Suggestions for teaching.)

Fling, F. M., Geographical Background of Greek History: IV, 7, 194-200. (Arranged from Zimmern's *The Greek Commonwealth*.)

Dilks, Clara G., and Tremain, Eloise R., Ancient History in the Secondary School: IV, 8, 224-225.

Fling, F. M., The Unity of Greek History: IV, 8, 226-232. (A general interpretation.)

Scholz, R. F., Attempts to Unify the Greek World Politically: IV, 10, 285-291. (Title descriptive.)

Wrench, J. E., The Teaching of Greek History: V. The Historical Geography of Greece: V, 1, 17-23. (Title descriptive.)

Bassett, S. E., The Teaching of Greek History: VI. The Early Aegean Civilization: V, 2, 47-53.

Hamilton, Maud, Teaching of Greek History: Use of Illustrative Material in Secondary Schools: V, 3, 81-86.

Sill, H. A., The Teaching of Greek History, VIII. Two Periods of Greek Expansion: V, 4, 105-116.

Fling, F. M., The Teaching of Greek History, IX: Use of Sources in Teaching Greek History: V, 5, 144-152. (Title descriptive.)

Botsford, G. W., The Choice and Use of Books Relating to the History of Greece: V, 6, 171-176. (Title descriptive.)

Magoffin, R. V. D., The Teaching of Roman History: V, 7, 209-218.

Monro, K. M., How to Begin Work in Ancient History: V, 7, 219-220.

Monro, K. M., Theme Subjects from Greek History: V, 8, 252.

Monro, Kate M., Programs for Greek History Entertainments: VI, 4, 111.

Hunter, H. R., Ancient History in a Technical High School: VIII, 18, 347-348.

Ahl, Frances M., Ancient History a Living Thing: XII, 8, 291-293. (Use of pictures.)

Ralston, Sue W., The Use of Supplementary Readings and Fact Tests in Connection with a One-Year Course in Ancient and Medieval History: XV, 9, 410-414.

McLaughlin, Margaret, Making the Story of Ancient Nations Relate to Present Life: XVI, 1, 23-25.

Knowlton, D. C., Dramatization: XVI, 5, 222-225. (Gives a piece by 7th grade girl on "Building of the Parthenon.")

MEDIEVAL HISTORY

Knowlton, D. C., European History in the Secondary School: I, 1, 12. (An Outline of Medieval History. First of a series on European History.)

Newton, C. B., English History in the Secondary School: I, 1, 14-15. (The Norman Conquest.)

Knowlton, D. C., The Struggle Between the Church and the Medieval Empire: I, 2, 33-34.

Knowlton, D. C., The Close of the Middle Ages and the Transition to the Renaissance: I, 3, 59-60.

Newton, C. B., English History in the Fourteenth and Fifteenth Century: I, 4, 85-86.

Knowlton, D. C., The Fall of the Old Roman Empire and the Rise of the New: II, 1, 15-16.

Knowlton, D. C., Restoration of Empire and Church: II, 2, 41-42.

Wolfson, A. M., Social and Economic Conditions in Medieval England: II, 3, 63-64.

Knowlton, D. C., The Life of the Middle Ages: III, 1, 10-11.

Emerton, E., Teaching of Medieval History in the Schools: III, 10, 221-226. (Discusses difficulty of explaining ideas and institutions of that period to modern student.)

Munro, D. C., Teaching Crusades in Secondary Schools: IV, 1, 5-7. (A topical outline for teaching the Crusades.)

Thompson, J. W., Value, Content, and Method in Medieval History: VI, 1, 20-23. (Includes suggestions for teachers.)

Pratt, Mary, A Pageant of the Middle Ages: VI, 9, 277-279.

Munro, D. C., Suggestions for the Course in Medieval History: VIII, 7, 217-218. (More attention should be given to the rise and decline of the Byzantine Empire.)

Richardson, R. K., Utility of Medieval History in Elementary College Curricula: XI, 1, 10-13.

Ralston, Sue W., The Use of Supplementary Readings and Fact Tests in Connection with a One-Year Course in Ancient and Medieval History: XV, 9, 410-414.

MODERN EUROPEAN HISTORY

Knowlton, D. C., The Close of the Middle Ages and the Transition to the Renaissance: I, 3, 59-60.

Knowlton, D. C., The Renaissance: I, 4, 82-83.

Knowlton, D. C., The Reformation: I, 5, 110.

Knowlton, D. C., The Age of Frederick the Great: I, 6, 134-135.

Knowlton, D. C., The French Revolution: Causes and Character: I, 7, 156-158.

Knowlton, D. C., Fall of Napoleon and Congress of Vienna: I, 8, 181-182.

Knowlton, D. C., The Unification of Italy: I, 9, 204-205.

Knowlton, D. C., The Unification of Germany and Italy: I, 10, 228-229.

Knowlton, D. C., The Age of Louis XIV: II, 6, 128-130.

Knowlton, D. C., Some Suggestions on the Reformation: III, 3, 59-60.

Knowlton, D. C., Suggestions on the Napoleonic Period: III, 4, 81-82.

Knowlton, D. C., Metternich and The Revolutions of 1820 and 1830: III, 5, 113, 115. (Suggestions for teaching.)

Knowlton, D. C., Introduction to Social and Political Conditions in the Eighteenth Century: III, 9, 205-206. (Arranged for teachers.)

Cheney, B. A., A Lesson Plan on European Conditions Which Made Possible the Discovery of America: III, 9, 207-208.

Knowlton, D. C., and Wolfson, A. M., Industrial and Commercial Conditions in Europe in the Eighteenth Century: III, 10, 229-230.

Knowlton, D. C., and Wolfson, A. M., Commercial Wars of the Eighteenth Century: IV, 2, 51-52.

Knowlton, D. C., and Wolfson, A. M., The French Revolution: IV, 3, 77-78.

Knowlton, D. C., and Wolfson, A. M., Napoleonic Era: IV, 4, 104-105.

Knowlton, D. C., and Wolfson, A. M., The Industrial Revolution: IV, 5, 132-134.

Knowlton, D. C., and Wolfson, A. M., The Era of Metternich: IV, 6, 173-174.

Knowlton, D. C., Making High School History Teaching Definite: The Outbreak of the French Revolution: VI, 6, 185-187.

Knowlton, D. C., Making History Teaching Definite: The French Revolution from the Meeting of the Estates General to the Reign of Terror: VI, 7, 216-218.

Cox, I. J., The European Background for the High School Course in American History: VII, 5, 163-169. (Topical summary of material.)

Bourne, H. E., A Source Study for College Classes: X, 8, 465-474. (A Source Study of the abolition of feudalism in France, including a bibliographical list and questions.)

Conference on History in the Junior and Senior High School, Philadelphia, 1922: XIII, 7, 246-249. (Chief topic of four papers read was "Place of European History in the Curriculum.")

Kerner, R. J., *The Importance of Eastern European History*: XV, 8, 343-347. (A plea for the study of eastern Europe in American schools and colleges in an article dealing with the field as fertile for historical investigation, bringing out particularly the part played by the Russian Revolutions, the relations of the new Russia to other peoples, and America's interest in Russian affairs.)

ENGLISH HISTORY

Newton, C. B., *English History in the Secondary School*: I, 1, 14-15. (Content Matter which may be used in teaching the Norman Conquest. First of a series on English History.)

Newton, C. B., *The Development of the English Nation to Edward I*: I, 2, 34-35.

Newton, C. B., *Advance and Retrogression: The Hundred Years War*: I, 3, 62-63.

Newton, C. B., *English History in the Fourteenth and Fifteenth Centuries*: I, 4, 85-86.

Newton, C. B., *The Renaissance and the Early Stewarts*: I, 6, 136-137.

Newton, C. B., *English Revolution and Restoration*: I, 7, 154-155.

Newton, C. B., *From William III to George III*: I, 8, 180-181.

Gerson, A. J., *The Separatists in England*: I, 8, 183-184.

Newton, C. B., *The Later Hanoverians*: I, 9, 207-208.

Wolfson, A. M., *Why We in America Study English History*: II, 1, 14-15.

Wolfson, A. M., *Social and Economic Conditions in Medieval England*: II, 3, 63-64.

Wolfson, A. M., *English History: A Series of Exercises in the use of Sources*: II, 4, 83.

Wolfson, A. M., *Beginnings of English Colonization*: II, 5, 107-108.

Kelsey, R. W., *English History and the Present Crisis*: II, 6, 105-106. (British situation, 1910; and how to present it.)

Wolfson, A. M., *A Series of Lessons on the History of Great Britain*: III, 2, 34-35.

Wolfson, A. M., *A Series of Lessons on the Development of the English Cabinet Government*: III, 3, 60-61.

Schuyler, R. L., *The Study of English History*: IX, 2, 90-91.

Chase, W. J., *English History, 1815-1914*: IX, 3, 140-141.

Cannon, H. L., *Restoration of English History to High School Curriculum*: IX, 6, 312. (Value of history as preparation for good citizenship. Study of English followed by American history necessary to explain our present-day institutions.)

Hallock, Constance M., *Songs and History Teaching*: IX, 7, 388-389. (Use of songs contemporary to the work being studied in the English history class. Songs and publishers given.)

Adams, G. B., *The English Background of American Institutions*: IX, 8, 423-425. (Similarity of American and English international aims and ideals. Responsibility of two peoples for a permanent peace. The teacher's opportunity in this connection.)

Cross, A. L., *The Study of English History as an Influence in Promoting a Closer Anglo-American Entente*: X, 5, 254-256.

Plum, H. G., *Correlation with English History in the High School American History Course*: XV, 4, 162-167. (An outline of English history to be used for this purpose.)

Wagner, D. O., *Syllabus for a College Course in English History with Reading References*: XV, 4, 176-186. (Title descriptive.)

Matheny, Edith F., *The Argument for English History in the High School*: XVI, 6, 261.

CANADIAN HISTORY

Stearns, W. N., *Canadian History Next*: VI, 9, 294. (Need for teaching it.)

Wittke, Carl, *Canada—Our Neglected Neighbor*: X, 9, 485-488. (Importance of study and teaching of Canadian history in the United States.)

Bonham, M. L., Jr., *Some Reasons for Teaching the History of Canada in the Colleges of the United States*: XV, 2, 70-71.

LATIN AMERICAN HISTORY

Cleven, A. N., *Latin American History in Our Secondary Schools*: VIII, 7, 219-222.

Ullrick, Laura F., *Latin-American History in the High School*: VIII, 9, 296.

Chapman, C. E., *A Producing Class in Hispanic-American History*: IX, 2, 84-86. (Explains how class made a periodical bibliography.)

Williams, Mary W., *Outline for the Incidental Study of Latin-American History in Secondary Schools*: IX, 6, 335-337.

Bond, B. W., Jr., *A Course for the Better Understanding of Latin-America*: X, 7, 374-376. (Title descriptive.)

Dawson, F., *Latin-American History in the High School*: XIV, 4, 141-144. (Urges need for teaching this subject.)

THE FAR EAST

Latourette, K. S., *The History of the Far East, A Neglected Field*: VII, 6, 183-185.

Latourette, K. S., *Far East: A Suggested Addition to our Reconstructed History Curriculums*: X, 3, 131-132.

Resolutions on Teaching Chinese and Japanese History and Languages in American Colleges: XI, 3, 121. (Resolutions favoring same, passed at Far Eastern Dinner, A. H. A., Cleveland Meeting, 1919.)

Griffin, Eldon, *Why Study Far Eastern History and How?* XII, 3, 78-81.

Smith, T., *An Experiment with Oriental History in the University High Schools, Eugene, Oregon*: XIII, 6, 208-211. (Title descriptive.)

Griffin, E., *The Teaching of Asiatic History to Undergraduates*: XVI, 6, 257-261. (Title descriptive.)

AMERICAN HISTORY—GENERAL

Wolfson, A. M., *American History in the Secondary School*: I, 1, 10. (First of a series on American history.)

Wolfson, A. M., *The Influence of Oliver Cromwell and William III on American History*: I, 2, 36.

Gerson, A. J., *Columbus, Spanish Explorer—A Type Lesson*: I, 2, 40-41.

Gerson, A. J., *The Spanish Claim: Type Lesson for Grades*: I, 3, 54-55.

Wolfson, A. M., *A Study of the Declaration of Independence*: I, 3, 58-59.

Wolfson, A. M., *The Constitution*: I, 4, 80.

Gerson, A. J., *History in the Grades: The Jay Treaty*: I, 4, 86-88.

Gerson, A. J., *The Admission of Missouri*: I, 5, 112.

Wolfson, A. M., *Foreign Relations of the United States*: I, 5, 107.

Wolfson, A. M., *The Great Problem of the Second Period of United States History*: I, 6, 133.

Wolfson, A. M., *The Military Problems of the Civil War*: I, 7, 158-159.

Gerson, A. J., *The Battle of Bunker Hill*: I, 7, 160.

Wolfson, A. M., *Recent American History*: I, 9, 206-207.

Wolfson, A. M., *Preparation for American History Examination*: I, 10, 227-228.

Materials for a Lesson upon Indian Treaties: II, 1, 11-12. (Lesson in Colonial period, for the grades.)

Wolfson, A. M., *The Geographical Basis of American History*: II, 1, 13-14.

Wolfson, A. M., *Why We in America Study English History*: II, 1, 14-15.

Wolfson, A. M., *The Growth of Religious Liberty in America*: II, 2, 38-39.

Hart, A. B., *The Teaching of Slavery*: II, 3, 51-52.

Wolfson, A. M., The French Alliance in the American Revolution: II, 3, 64-65.

Wolfson, A. M., Ratification of the Constitution: II, 4, 84-85.

Wolfson, A. M., English and American History: Beginnings of English Colonization: II, 5, 107-108.

Payne, F. H., The Tariff of 1816: II, 6, 132-133.

Miller, F. H., Some Practical Suggestions on the Teaching of the Growth of United States Territory: III, 3, 61-62.

Fay, C. R., The Causes of the "War Between the States": III, 4, 82-83. (Suggestions for teaching.)

Sanford, A. H., Teaching the United States Bank: IV, 1, 25-26.

Channing, Edward, Teaching of American History in Schools and Colleges: IV, 5, 121-123. (Suggests grading of subject, new points of emphasis, etc.)

Millspaugh, A. C., The Panama Canal as an Historical Topic: IV, 9, 265-266.

Dawson, Edgar, American History in Entrance Examinations: V, 8, 253-257.

McKinley, A. E., American Colonial History in High School: VI, 8, 249-256. (Why and how it should be taught, and what topics should be included.)

Persinger, C. E., American Revolutionary History in High School: VII, 1, 7-14.

Fish, C. R., American Diplomatic History in High School: VII, 2, 39-44. (Chief topics which should be included. Gives bibliography.)

Paxson, F. L., The Study of Recent American History: VII, 3, 75-80. (Organization, content, and appropriate methods for such a course.)

Phyfe, R. E., Teaching Recent American History: VII, 3, 88-91. (Discussion and guidance outline.)

Cox, I. J., The European Background for the High School Course in American History: VII, 5, 163-169. (Topical summary of material.)

McLaughlin, A. C., Teaching War and Peace in American History: VII, 8, 259-264.

Bond, B. W., Jr., A Vital Problem of the Rural High School: VII, 9, 309-312. (The course in American History and Civics.)

N. E. A. Committee on the Social Studies: Report of 1916: VIII, 1, 4-25. (Aims and character of course in American history.)

Weitenkampf, Frank, Pictorial Documents as Illustrating American History: VIII, 2, 48-51.

Chase, W. J., English History, 1815-1914: IX, 3, 140-141. (Close connection between happenings in America and England during this period.)

Ross, E. D., Some Problems in Teaching the History of American Political Parties: IX, 7, 385-387.

Adams, G. B., The English Background of American Institutions: IX, 8, 423-425. (Similarity of England and America in ideas and aims and on international questions. Responsibility of the English-speaking nations for a permanent peace after the World War. Opportunity of the teacher of history to form public opinion.)

Tryon, R. M., Progressive Requirements in American History for Junior and Senior High Schools: IX, 8, 442-449. (General field of American history; maps to make; dates to remember; personages to know and topics with which to be familiar. Suggestions as to methods of procedure.)

Capen, Louise I., Still Another Editorial Man of Straw: IX, 9, 483-484.

Bidwell, M. C., The Confederation and the Constitution: X, 5, 260-262.

Hill, H. C., Political Parties and the Presidential Campaign: XI, 7, 272-276. (Topics, references, and suggestions for an historical introduction to the campaign of 1920.)

Gathany, J. M., The Political Campaign in High School Classes: XI, 7, 276-278. (Suggests problems and urges impartiality.)

Carrier, F. W., A Topical Method in United States History as a Social Study: XI, 8, 313-316.

Schlesinger, A. M., The Problem of Teaching Recent American History: XI, 9, 352-354. (Interpretation, for teachers, of chief elements in this period.)

Gambrell, J. M., Experimental Curriculum-Making in the Social Studies: XIV, 9, 384-406; XV, 1, 37-55. (Outlines and suggestions for (1) courses for grades 8 and 9 from the "Unified Social Science Curriculum," proposed by Professor H. O. Rugg, used in the Lincoln School, Teachers College, Columbia University; (2) courses in grades 7 to 11, from the Pennsylvania state program, outlined by Dr. J. L. Barnard; (3) 11th grade course in the University High School, Oakland, California.)

Fox, D. R., The Chronicles of America in Motion Pictures: XV, 1, 12-17. (Motion pictures, produced by the Yale University Press, used to add to the pupils' knowledge of American history by portraying as nearly as possible the events of the past as they really happened. Variety and possibility of the use of these films, especially recommended for use in the Junior High School.)

Bolton, H. E., An Introductory Course in American History: XV, 1, 17-20. (A general survey of the history of the Western Hemisphere, given for Freshmen and Sophomores at the University of California.)

Kimball, R. S., Making Capital of Interest in History Classes: XV, 2, 74-75. (A plan of vitalizing a course in American History by the presentation of biographical sketches prepared by the students.)

Plum, H. G., Correlation with English History in the High School American History Course: XV, 4, 162-167. (An outline of English History to be used in correlation with American history, and need for same.)

Field, B. F., Teaching the Presidential Campaign in the Senior High School: XV, 7, 299-302. (Use of a mock convention.)

Teaching the Presidential Campaign in the Junior High School: 1. A Study of Party Platforms, by A. M. Black; 2. How We Shall Treat the Presidential Election Problem, by M. R. Hegarty: XV, 7, 302-305. (Use of chart, projects, and pageant.)

AMERICAN HISTORY—THE WEST AND SOUTH

Alvord, C. W., The Study of Western History in Our Schools: I, 2, 28-29. (A claim for recognition.)

Riley, F. L., Suggestions on Elementary History: Outline for Oral Lessons on Westward Migration: I, 3, 53-54.

Dynes, Sarah A., The Teacher's Preparation for Introducing Daniel Boone to Pupils in the Fifth Grade: II, 3, 53-55.

Turner, F. J., The Harvard Commission on Western History: III, 7, 146-147. (Activity indirectly connected with teaching this field.)

Millspaugh, A. C., The Problem of Emphasis in Western Schools: III, 7, 148-149. (Discusses the duty of the teacher in Western Schools to emphasize Western institutions and history.)

Hartwell, E. C., The Economics of Slavery: IV, 2, 50.

Millspaugh, A. C., Points of Emphasis in Teaching of Government in West: VI, 2, 40-44.

Caldwell, H. C., How to Teach the History of the West in American History: VII, 4, 125-136. (Gives plan and content for such a course. Also bibliography.)

Sioussat, St. G. L., Teaching the History of the New South: VII, 7, 223-229; and 8, 270-276. (The development of the "New South.")

Osgood, Edith W., The Development of Transportation in Connection with Problems of Western Expansion: IX, 9, 490-492. (Main points for study and discussion in a history class on this subject. Bibliography.)

Gambrell, J. M., Experimental Curriculum-Making in the Social Studies: XIV, 9, 393-395. (An outline entitled "The Western Movement and Growth of Transportation," prepared by Prof. H. O. Rugg and used in grade 8 of the Lincoln School, Teachers College.)

AMERICAN HISTORY—STATE AND LOCAL

Goodwin, F. P., Local History in Cincinnati Public Schools: II, 7, 152-154. (Reasons for the study of local history, and the gradual growth of local history in the schools.)

Riley, F. L., Is State History Worth While? II, 7, 156-157. (Written from the viewpoint of Southerner, and gives data on teaching of State History in the South.)

Smith, C. A., State History in the Public Schools: III, 8, 176-178. (With especial reference to North Carolina.)

White, Elizabeth B., An Experiment in Teaching Local History: IV, 7, 205-206. (Writing the history of the town, Columbus, Ga.)

Gordy, W. F., The Place and the Value of Local History: V, 1, 10-11.

Slosson, E. E., A Strange Visitor at School: V, 2, 44-47. (A satire which implies need for state and local history, especially for less emphasis in Western schools on the history of the thirteen English seaboard colonies. For comment on this see VI, 8, 250-251.)

Clark, A. L., Pageants and Local History: V, 9, 287.

Ray, P. O., Topics of State History fruitful for Research: V, 10, 307-309. (Especially for the Eastern States.)

Boyd, W. K., Local History in the College Curriculum: VI, 6, 178-179.

Larzelere, C. S., The Study of State History: VI, 7, 199-203.

Oliver, J. W., Position of the Historian in Statehood Centennials: VII, 7, 229-232.

Clark, M. P., A College Museum: X, 7, 383-384. (Experiments in field of local history.)

Haun, H. L., Progressive Tendencies of State History Teaching in the Elementary Grades: XIII, 9, 342-345. (Notes North Carolina moving-picture plan, the humanizing of state history content, etc.)

Haun, H. L., The Present Status of State History Teaching in the Elementary Grades: XIII, 9, 346-353. (Results in chart form of questionnaire to 48 states as to grades, number of months taught, best materials, etc.)

Violette, E. M., The Study of State History in the High Schools of Missouri: XIV, 1, 27-29.

McCollum, D. F., The Teacher and Local History: XV, 9, 391-394. (A plea for promotion of the cause of local history by means of the organization of local historical societies, and the collection and preservation of local historical data, which the teacher will find a distinct contribution to the activities of the school itself.)

Martin, A. E., One Solution of the State History Problem: XVI, 4, 163-164.

THE WORLD WAR

Editorial: The War in the Schools, 1914: V, 8, 259. (Points out danger of discussing the war, especially with children of foreign parentage. Teachers should live up to, and inculcate, the spirit of neutrality proclaimed by President Wilson.)

White, J. A., History Teaching in England and the Great War: VI, 2, 60-61; 3, 73.

Hall, G. Stanley, Teaching the War: VI, 3, 67-70. (Urge such courses)

The War in German Schools: VI, 3, 81.

Hill, H. C., The War and the Teaching of History: IX, 1, 10-13. (Similarities and contrasts between events in the World War and those in earlier United States history. Causes of the World War discussed. Debt we owe to England.)

Rice, E. A., The Use of Pictures in the Study of the War: IX, 1, 91-92.

Westermann, W. L., The Roman Empire and the Great War: IX, 2, 86-87. (Essential differences between conditions at the time of the Roman Empire and those at the time of the World War.)

Rice, E. A., The History Notebook in the Study of the War: IX, 4, 204-205.

Knowlton, D. C., The Epoch-Making War in History: IX, 5, 261-263. (Parallels in past great wars to the World War.)

Hoskins, H. L., Preliminaries of the World Conflict—Syllabus of a Course of Study: IX, 5, 277-293. (Syllabus, with references and bibliography.)

War Issues Course: IX, 9, 486. (Possible changes in the course for the "S. A. T. C.")

Barnard, J. L., A Program of Civics Teaching for War Times and After: IX, 9, 492-500. (Discussion of a course of study in Civics, with illustrations drawn from the World War and its activities.)

Smith, J. F., Additional Suggestions for Teachers in Rural Schools: IX, 9, 500-502. (Ways in which people of the country can help their government during the World War.)

Zook, G. F., Use of Pictures and Lantern Slides in Study of the Great War: X, 1, 23-24.

McLinn, C. B., The March of Democracy—A Masque for Victory Day Celebrations: X, 1, 29-32. (A Masque showing the story of the Great War, the horrors which accompanied it, and the triumph of Democracy.)

Heckel, A. K., The War Aims Course in the Colleges: X, 1, 20-22. (Study of the period of European history which furnishes background of Great War. Its value to the student and to the teachers.)

CURRENT EVENTS

Haynes, J., The Teaching of Recent History: II, 1, 18.

Tucker, H. R., Current Events in Secondary Schools: III, 10, 232-233. (How to arrange materials for.)

Fishback, M. M., A Method of Teaching Current History in the High School: III, 10, 231-232.

Williams, C. S., History in the Making: A Practical Suggestion for High School Classes: III, 10, 230-231. (Class organizes a "slip-sheet notebook" history work, as it proceeds with study of Current Events.)

Gathany, J. M., Using Magazines in History Classes: V, 9, 288-290. (Several methods for Current Events work.)

Nelson, J. C., Teaching of Contemporary History in the High School: VI, 3, 82-85.

Gathany, J. M., How I Handle Current Events—Practical Values: VII, 1, 24-26.

McElroy, R. McN., Classroom Treatment of Recent Events in Europe and America: VII, 3, 85-88. ("Current Events" should "open up an organic connection between past and present.")

Slosson, E. E., Journalism as an Aid to History Teaching: VII, 3, 92-95. (Value of Current Events work in historical training.)

Boynton, G. E., The Use of Current Literature: VII, 3, 95-97.

Kirk, Annie B., A Class in Current Events: VII, 3, 97-98.

Moon, P. T., Laboratory Methods of Teaching Contemporary History at Columbia University: VIII, 3, 82-85.

Duncan, D. S., Use of Magazines in History Teaching: VIII, 5, 160-161.

Tuell, Harriet E., The Study of Nations—An Experiment: VIII, 8, 264-274. (Arouse interest in other nations through articles in current events.)

Andrews, A. I., Some Suggestions as to the Use and Abuse of Current Events in History Classes: IX, 3, 144-146.

Knowlton, D. C., Current Events Through Pictures: X, 1, 24-28.

Foster, H. A., Teaching Citizenship: Study of Current History a Basis of Democracy: X, 6, 338-339.

Ellison, W. H., The Current Events Mind: X, 7, 381-383.

Stockton, J. L., Teaching Current Events: XI, 1, 13-15. (Aims, methods, and results in New York City High School.)

"An English Schoolmaster," Teaching of History of Today: XI, 1, 16-17.

Phillips, Mary E., Communication: (Practical Suggestions on Teaching Current Events in High Schools: XI, 8, 309.

Orbison, Inez, The Use of Magazines in the Teaching of History: XII, 1, 20-23. (Urge teaching History and Current Events "side by side.")

Shurtliff, O., Current History in the High School: XV, 4, 158-161. (A presentation of the need of current events, and suggested methods of procedure, including the committee method, historical method, notebook method, legislative method, cartoon method, debate method.)

Vannest, C. G., Experiments in the Use of Current Events: XVI, 7, 332-334. (General survey of plans used.)

ART AND INDUSTRY

Carnell, L. H., *The Teaching of the History of Art*: IV, 2, 45-46. (Need for same.)
 Osgood, Ellen L., *Experimental Course in Industrial History*: VII, 3, 98-102. (Gives aims, general outline, and bibliography.)
 Taylor, R. G., *Industrial History in the Standard High School Course*: VII, 9, 302-308.
 Morehouse, Frances M., *Syllabus for Ninth Grade Study of American Industries*: XII, 4, 119-142. (Topically arranged, with references.)

XI. Teaching the Other Social Studies

GOVERNMENT AND CIVICS

Schaper, W. A., *Instruction in American Government in Secondary Schools: Comment on Report of "Committee of Five"*: I, 2, 26-27.
 Beard, C. A., *The Use of Sources in Instruction in Government and Politics*: I, 3, 49-50. (Urges taking over this method from the historians.)
 Sheppard, J. J., *Municipal Civics in Elementary and High Schools*: I, 5, 99. (Outline of course for teaching in New York City.)
 Moran, T. F., *The Teaching of Civics*: I, 6, 138. (Unfavorable comments on a report of the A. P. S. A.)
 Shang, A. C., *Course in Civics for the Grades*: II, 3, 56-57.
 Childs, Mary L., *One Way to Teach Civics*: II, 3, 58-59. (The use of Note-books, Newspapers, Bulletin Boards, Debates, and Text-books.)
 Allen, W. H., *The Teaching of Citizenship*: II, 4, 90. (Includes note on "Civics by Legislation.")
 Gillett, A. D. S., *The New Problem in Teaching Civics*: II, 7, 154-156. (Discarding the old memorization method.)
 Stryker, F. E., *Civics in the High School*: III, 1, 12-13.
 Ames, E. W., *A Method of Teaching Municipal Government*: III, 4, 84-86.
Chart of a New York County Government: III, 7, 164. (Drawn to show legal confusion and political irresponsibility.)
 Gathany, J. M., *Practical Aims and Measurements in the Teaching of Civics*: IV, 1, 20-22.
 Hitchcock, G. P., *The Teaching of Government*: V, 1, 8-10.
 Barnard, J. L., *Materials for Civics Laboratory*: V, 6, 189. (A brief statement.)
Actual Methods of Civic Teaching: V, 6, 189. (Questionnaire on same, sent out by Committee on Civic Education of National Municipal League, 1914.)
Civics Conference, Philadelphia Associations, 1914: V, 6, 190. ("Statement of Ideals.")
The Short Ballot: Graphic Illustration: V, 9, 303.
 Dunn, A. W., *Community Civics—What It Means*: VI, 2, 52-53.
 Dunn, A. W., *By What Standards Shall We Judge the Value of Civic Education?* VI, 4, 99-103.
Community Civics in Cincinnati: VI, 5, 155.
Civics in Rural Schools: VI, 5, 157.
The Teaching of International Law: VI, 6, 181-183. (Resolutions of Conference on International Law, Washington, 1914.)
Civic Education for Immigrants: VI, 8, 248.
 Horton, D. W., *Standards for Community Civics*: VII, 2, 57-63. (Aims, methods, syllabus, and bibliography.)
 N. E. A. Committee on the Social Studies: *Report of 1916*: VIII, 1, 4-25. (Civics should stress community welfare, rather than machinery of government.)
 Dawson, Edgar, *A Political Generalization*: VIII, 7, 222-226. (Aims in Civics teaching.)
 Patton, E. E., *A Method of Teaching Practical Civics*: VIII, 9, 305-306.
 Dawson, Edgar, *Beginnings in Political Education*: IX, 8, 439-441. (Early teaching of government in Jacksonian period.)
 Barnard, J. L., *A Program of Civics Teaching for War Times and After*: IX, 9, 492-500. (Discussion of a course of study in Civics, with illustrations drawn from the World War and its activities. Various junior civic activities, among them the Junior Red Cross. Bibliography.)
 Smith, E. B., *A Study in Citizenship*: IX, 9, 503-507. (Citizenship and its relationship to the War and its responsibilities.)
 Dawson, Edgar, *A Conspicuous Educational Failure*: X, 2, 77-79. (Discussion of a survey of instruction in civics in New York City High Schools. The inadequate and disproportionate time provided for the study of civics and reasons for it.)
 Turner, J. M., *Teaching Citizenship: How our Schools Miss the Spirit of Citizenship*: X, 6, 328-329.
 Skinner, E. M., *Teaching Citizenship: What is an Ideal Course in Civics for the High School*: X, 6, 323-327.
 Hill, E. E., *Teaching Citizenship: A Neglected Subject in our Public School Curriculum*: X, 6, 335-338. (Vocational subjects as neglected subjects in our schools. The benefits the pupils derive from them as aids when they leave school.)
 Godshaw, E., *Teaching Citizenship: A Graphic Civics Exhibit*: X, 6, 334-335.
 Ashley, R. L., *Teaching Citizenship: The Social Sciences in the High School*: X, 6, 329-333.
 Clark, J. B., *Some Effects of the War on the Teaching of History and Civics*: X, 7, 389.
 Dawson, Edgar, *A Decade of Government in the Schools*: X, 9, 504-507. (Development between 1909 and 1919.)
 Staples, L. C., *Effective Citizenship in a Democracy*: XI, 3, 116-118.
 Snedden, D., *The "Case Group" Approach to Programs of Civic Education*: XI, 5, 197-199.
 Hill, H. C., *Political Parties and the Presidential Campaign*: XI, 7, 272-276. (Topics, references, and suggestions for an objective treatment.)
 Gathany, J. M., *The Political Campaign in High School Classes*: XI, 7, 276-278. (Suggests problems and urges impartiality.)
 Allen, W. H., *A Plea for Campaign Civics*: XI, 7, 279-280.
 Almack, J. C., *Making Better Citizens*: XI, 8, 310-312.
 Pingrey, Jennie L., *Community Civics in a Town or Small City*: XI, 8, 317-319.
 Hunter, R., *A Practical Lesson in Citizenship*: XI, 8, 320-321. (A political campaign and election in an Atlanta High School.)
 Hamilton, J. G. De R., and Knight, E. W., *Education for Citizenship*: XII, 6, 197-208. (Analysis and discussion of teaching government and civics, etc., based upon observation of Army education.)
 Munro, W. B., *The Study of Civics*: XIII, 2, 42-46. (Report by Chairman of committee of A. P. S. A., 1921.)
 Hatch, R. W., *Projects in Citizenship*: XIII, 2, 50-59.
 O'Brien, S. G., *An Experiment in Practical Civics*: XIII, 6, 216-219. (Forms of student government.)
 Hill, H. C., *The New Civics: Its Evolution and Meaning*: XIV, 6, 223-227. (The three periods of the teaching of "Civics" in American schools—textbooks and methods used.)
 Gambrill, J. M., *Experimental Curriculum-Making in the Social Studies*: XIV, 9, 384-406; XV, 1, 37-55. (Brief outlines or statements of courses in civics, as found in the report of experimental curricula in the secondary schools of the United States. That on pp. 11-12 describes a composite course in Civics and English; pp. 48-51 describes a plan for pupil activities and the use of community contacts.)
 How to Add Vitality to Civics Instruction: *Practical Experiments in Four Schools*: XV, 2, 75-83. (A description of four specific plans of procedure for classes in Civics and for extra-curricular activities: I. The Civics—Senate, by Byron F. Field. II. The School City—A Civic Project, by May van Kirk. III. Using the Preferential Ballot in a High School Election, by Mary E. Kenney. IV. An Elementary School Election, by Virginia Stone and Leona C. van Bibber.)
 Bennington, M., *History of the Movement for Character and Citizenship Training in the Schools*: XV, 5, 204-206. (Mention of the share of various organizations in fostering this movement, as well as of organizations formed for that specific purpose, e. g., the Interna-

tional Ethical Union, American School Citizenship League, and the Character Education Institution of Washington, D. C.)

Dawson, Edgar, *The History Inquiry: Parts III to VI: XV, 6, 243-259.* (Shows increasing tendency to offer "new civics" courses in grades and Junior High Schools.)

Field, B. F., *Teaching the Presidential Campaign in the Senior High School: XV, 7, 299-302.* (Use of a mock convention.)

Teaching the Presidential Campaign in the Junior High School: I. A Study of Party Platforms, by Anna M. Black. II. How We Shall Treat the Presidential Election Problem, by Margaret R. Hegarty: XV, 7, 302-305. (Suggestions (I.) for a series of four lessons on the study of party platforms, accompanied by an illustrative chart; (II.) for a plan of study of the presidential election by assignment and discussion of projects, and a final presentation in the form of a pageant.)

Pingrey, Jennie L., *A Pecuniary Approach to Civics: XV, 8, 306-361.* (A plan for a year's program in first-year Civics, carried out by the author in the High School at Hastings-on-Hudson, N. Y.)

Cannon, Annie E., *A Plan for Teaching a Course in Civics on the Unit Basis: XVI, 1, 28-35.* (Includes course outline and sample tests.)

Hill, H. C., *Laboratory Work in Civics: XVI, 3, 110-113.* (Title descriptive.)

Legislative Relating to Teaching the Constitution: Committee Report to the American Political Science Association: XVI, 5, 207-211. (Reviews compulsory state legislation already existing, and efforts of American Legion, National Security League, etc., to secure further laws. Recommends that the A. P. S. A. also support this movement and submits a "Model Act." This report was not adopted by the Association, some members objecting to the involved principle of compulsory curricula.)

Kimball, R. S., *A Selected Bibliography of Works Helpful in Teaching the Constitution of the United States: XVI, 5, 211-216.* (See Topic, "Bibliographies.")

Colletti, J., *Civics: The Focal Point of the Curriculum: XVI, 5, 216-220.*

Harris, Nora M., *Our Traffic System—A Dramatization: XVI, 5, 228-229.*

ECONOMICS

Pugh, A., *Local Industries as a basis for an Introductory Course in Economics: I, 4, 76-77.*

Cushing, W. H., *Note on Teaching Economics in Secondary Schools, 1911: II, 7, 164.*

California Teachers Association: 1912 Meeting: III, 7, 157. (Proceedings relate to teaching economics in the High School.)

Daggett, S., *Method and Scope of High School Economics: III, 8, 172-176.* (Title descriptive.)

Committee Meetings of the Middle States Association and the N. E. A., on the Teaching of Economics in the High Schools, Philadelphia, 1913: IV, 4, 109.

Burch, H. R., *Study of Economics in High Schools (Report of Middle States Association Committee, 1913): IV, 5, 137.*

Day, Clive, *Commercial and Industrial History in Secondary Schools: V, 1, 11-16.* (Urges practical need for teaching economics, as well as history.)

Herrick, Cheesman A., *Economics in the High School: VII, 9, 297-300.* (Favors its introduction.)

Nestor, L. F., *Practical Economics in the High School: X, 2, 80-81.*

Wanger, Ruth, *Teaching Social Economics: XI, 3, 118-119.* (Use of problem method, with students of different social classes.)

Morehouse, Frances M., *Syllabus for Ninth Grade Study of American Industries: XII, 4, 119-142.* (Lists aims for teaching economics. Also outlines course noted.)

The New Jersey Course in Social Studies: Report of the Committee on Social Science of the New Jersey Association of Teachers of Social Science: XV, 5, 210-212.

(Syllabus for "12th Grade Economics.")

Elmer, F. C., *Civics and Banking—An Experiment: XVI, 5, 229.*

GEOGRAPHY

Wolfson, A. M., *The Geographical Basis of American History: II, 1, 13-14.*

Shepherd, W. R., *Historical Maps and Their Making: III, 6, 121-123.* (Title descriptive.)

Fling, F. M., *Geographical Background of Greek History: IV, 7, 194-200.* (Arranged from Zimmern's *The Greek Commonwealth*.)

Humphrey, E. E., *Geographical Versus Sequential History: VII, 9, 291-297.* (Urges more emphasis upon historical geography.)

N. E. A. Committee on the Social Studies: *Report of 1916: VIII, 1, 4-25.* (Historical phases of geography should be stressed. No distinct geography course after the seventh grade.)

Snyder, R. H., *The Geographical Content of High School and Elementary History Textbooks: XII, 3, 84-86.*

Gambrill, J. M., *Experimental Curriculum-Making in the Social Studies: XV, 1, 43-45.* (Suggestions for correlation of geography with history, as found in the report on experimental curricula in the schools of the United States.)

Dunn, A. W., *The Educational and Social Values of International School Correspondence: XV, 1, 21-26.* (Correspondence between school children of different nations, such as is being carried on under the auspices of the Junior Red Cross Organization, not only supplements and vitalizes textbook material in geography and history classes, but cultivates international friendship.)

Ashton, B. L., *Geography in the Interpretation of History: XV, 3, 111-114.* (The important relation between geography and history, as instanced particularly in the part played by location, topography, and climate. Suggestions concerning application of this knowledge in the history class.)

Heath, D. R., *A Plea for More Geography in History Classes: XV, 3, 114-116.* (The need for the systematic introduction of geography into the history lesson, and concrete suggestions for the use of pictures, models, map-making, as well as plans by which variety in the latter may be obtained.)

SOCIOLOGY AND SOCIAL ETHICS

Wanger, Ruth, *Teaching Social Economics: XI, 3, 118-119.* (Use of problem methods, with students of different social classes.)

Comments on Courses in Sociology and Social Psychology for Secondary Schools: XI, 3, 119-120.

Buroker, A. B., *Sociology in a Rural High School: XI, 4, 151-152.*

Peters, J. C., *Comments on a Social Science Course: XI, 5, 200-201.*

Finney, R. L., *Course in General History from the Sociologists' Standpoint: XI, 6, 221-227.*

Dowell, E. S., *Course in Sociology Offered in the Bucyrus (Ohio) High School: XII, 9, 318-323.* (Title descriptive.)

Hurd, R. C., *Ellis Island, "America's Gateway," a Sociology Project: XV, 3, 116-119.* (Short dramatization of immigration scene, written by 12th grade.)

Bennion, M., *History of the Movement for Character and Citizenship Training in the Schools: XV, 5, 204-206.* (An account of the evolution of moral training, beginning in England and France, as a substitute for religious instruction, and developing in recent times into texts and courses, fostered by numerous national and international organizations.)

Dawson, Edgar, *Letter from the Secretary of the National Council for Social Studies: Ethics: XV, 9, 384-385.* (Statement by Professor Milton Bennion included in the report of the National Council on Social Ethics, emphasizing the need for the systematic development of ethical judgment and ideals, upon which social progress depends.)

COMPOSITE COURSES—"PROBLEMS OF DEMOCRACY"

Gambrill, J. M., Experimental Curriculum-Making in the Social Studies: XIV, 9, 304-406; XV, 1, 37-55. (Outlines of the "Problems of Democracy" course (1) in the Pennsylvania State program, (2) in that of Oakland, California; and (3) brief discussions of other types of composite organization: (a) on the project as a method, (b) on the "Job Analysis," (c) on World History as a basis of integration. All of these plans are included in experimental curricula.)

Hughes, R. O., The Twelfth Grade Course in Problems of Democracy: XV, 5, 206-209. (A discussion based on the course given by the author in the Peabody High School, Pittsburgh, Pa., including a definition of its meaning, its organization, method, and general results, as well as suggestions of practical value.)

Outline of Course in "Problems of American Democracy," prepared by a Sub-Committee of the New Jersey Association of Teachers of Social Science: XV, 5, 213-222. (A detailed syllabus.)

Dawson, Edgard, The History Inquiry: Parts III to VI: XV, 6, 243-259. (Shows increasing tendency to offer Problems of Democracy course, usually in grade 12.)

Dahl, E. J., One Method of Teaching Problems of American Democracy: XVI, 1, 13-18. (Gives list of 19 books on subject.)

XII. Teaching in the Several Grades of Schools.

IN THE "GRAMMAR SCHOOLS"

Gerson, A. J., History in the Grades: The "Type Lesson": I, 1, 16. (First of a series on content pertinent to the grades.)

Elementary School History: I, 3, 56. (Opinions of the editors.)

Tall, Lida L., Construction Work in Elementary History Classes: I, 10, 225-226.

Materials for a Lesson upon Indian Treaties: II, 1, 11-12. (For use in the grades.)

Tall, Lida Lee, Construction Work in the Teaching of History: II, 2, 34-36.

Dynes, Sarah A., The Teacher's Preparation for Introducing Daniel Boone to Pupils in the Fifth Grade: II, 3, 53-55.

Shong, A. C., Course in Civics for the Grades: II, 3, 56-57. (For Grades 1, 2, and 3.)

Tall, Lida Lee, Construction Work in the Teaching of History: II, 4, 87-88. (Construction of Models.)

Dynes, Sarah A., Interpretation of Function of the Teacher: II, 6, 194-135. (In the grades.)

Sellery, G. C., The Use of the Textbook: II, 10, 219-222. (Values of a textbook in the grades.)

Gambrill, J. M., Shall the Course of Study Recommended by the Committee of Eight Be Adopted in the Elementary Schools? III, 2, 30-32. (Criticizes Course, but advocates its adoption.)

Hutton, T. A., History in the Grades: VI, 8, 258-261. (Recommending a complete course of history in the elementary school.)

Wilgus, J. A., The Teaching of History in the Elementary School: VI, 9, 290-293.

Whitney, Mary A., Construction for History in the Grades: VIII, 2, 60-63.

Coulomb, C. A., Helping the Elementary History Teacher: X, 8, 455-458.

Gerson, A. J., History in the Grades: X, 9, 501-502. (Progress between 1909-1919.)

Coulomb, C. A., A Decade of Changes in Elementary School History: X, 9, 500-501. (Notable changes in the attitude of the general public and the history teacher toward history teaching.)

Coulomb, C. A., The Proposed Course of Study for Elementary Schools: XI, 2, 81-83. (Discussion of Report of "Second Committee of Eight.")

Johnson, Henry, History in the Grades: XII, 3, 93-97. (Outlines subject-matter for the grades, in the ascending order of difficulty.)

Haun, H. L., Progressive Tendencies of State History Teaching in the Elementary Grades: XIII, 9, 342-345.

Haun, H. L., The Present Status of State History Teaching in the Elementary Schools: XIII, 9, 346-353. (Based on questionnaire sent to 48 states, and given in chart form.)

Fitzpatrick, M., History Project for the Grades—Pioneer Life in Cleveland: XIV, 2, 68-71.

Clark, M. G., A Study in Testing Historical Sense in Fourth and Fifth Grade Pupils: XIV, 4, 147-150. (Use of pictures in six tests for "historical sense"; method of handling data, and conclusions.)

Gambrill, J. M., Experimental Curriculum-Making in the Social Studies: XIV, 9, 402-406. (Includes "A Project to Construct Scientifically a Fact Course in Social Studies for the Grades: Undertaken by C. W. Washburne and the 'Winnetka Social Science Seminar.'")

A. H. A. "Committee of Eight" on the Study of History in the Elementary Schools, 1909: XV, 6, 241-242. (Brief statement of this Committee's work, given in Dawson, *The History Inquiry*.)

IN THE JUNIOR HIGH SCHOOLS

Patterson, R. G., Minimum of Supplementary Reading for Eighth Grade: VI, 10, 325-328.

Tryon, R. M., Progressive Requirements in American History for Junior and Senior High Schools: IX, 8, 442-449. (General field of American history; maps to make; dates to remember; personages to know, and topics with which to be familiar. Suggestions as to method of procedure.)

Farmer, H., Supervised Study of Eight Year History: X, 2, 85-86.

Conference on History in the Junior and Senior High School, Philadelphia, 1922: XIII, 7, 246-249. (Papers relate chiefly to question of European History in the Junior High.)

Gathany, J. M., The Teaching of the Social Science Studies in the Junior High School: XIV, 7, 257-266. (Aims of the teaching of the Social Science Studies in the Junior High School and methods used to obtain the aims. The course of study in the Social Studies Grades One through Twelve.)

Gathany, J. M., The Teaching of the Social Science Studies in the Junior High School: XIV, 7, 265-266. (A proposed course of study for grades one to six.)

Gambrill, J. M., Experimental Curriculum-Making in the Social Studies: XIV, 9, 391-402. (Includes a "Unified Social Science Curriculum: Proposed by H. O. Rugg, Lincoln School," which discusses and outlines courses for the Junior High grades, and emphasizes a new procedure in making curricula. Also "A Composite Course for the Junior High School: Proposed by L. C. Marshall and Associates," which discusses and outlines courses.)

Fox, D. R., The Chronicles of America in Motion Pictures: XV, 1, 12-17. (Motion Pictures, produced by the Yale University Press, used to add to the pupils' knowledge of American history by portraying as nearly as possible the events of the past as they really happened. Variety and possibility of the use of these films, especially recommended for the Junior High School.)

Morehouse, Frances, Principles Governing the Differentiation between Junior and Senior High School History: XV, 4, 154-158. (Historical knowledge in the junior high school should be distinctly concrete in comparison with the more generalized study in the senior high school.)

Knowlton, D. C., Building a Course in the Social Studies for the Junior High School: XV, 8, 356-360. (Proposal of a plan for a new arrangement of content, including geography, history, and civics. This is summarized by grades in conclusion, following a general discussion of the principles and concepts involved.)

Knowlton, D. C., History in Its Relation to the Junior High School: Problem of Selecting and Organizing Material: XVI, 1, 18-22. (Title descriptive.)

Knowlton, D. C., *The Teaching of History in the Junior High School: Tools and the Workroom*: XVI, 2, 76-79. (Discusses syllabus, text, maps, pictures, and "workroom.")

Knowlton, D. C., *The Teaching of History in the Junior High School—Setting the Problem: Lesson Planning and Problem Solving*: XVI, 3, 114-117. (Title descriptive.)

Knowlton, D. C., *The Teaching of History in the Junior High School—The Use of the Concrete: Time Charts, Maps, Pictures, Cartoons, Graphs*: XVI, 4, 171-175. (Title descriptive.)

Knowlton, D. C., *The Teaching of History in the Junior High School: Dramatization*: XVI, 5, 222-225. (Title descriptive.)

Stone, Edna H., *Teaching the Social Studies in the Seventh Grade*: XVI, 6, 262-274. (First of a series, for Vols. XVI and XVII, on teaching Social Studies in each of the Junior and Senior High School grades. Relates to Subject-Matter, Correlation, "Activities," the Laboratory, etc.)

Pierce, Bessie L., *The Social Studies in the Eighth Grade*: XVI, 7, 315-331. (Second of a series of articles, for Vols. XVI and XVII, on teaching in each of the Junior and Senior High School Grades. Includes: (1) General Situation in the Eighth Grade. (2) An Excerpt from the Denver Course of Study. (3) Typical Experimental Eighth Grade Work in Pittsburgh and Indianapolis. (4) The Social Study Curriculum in the D. B. Oliver High School of Pittsburgh. (5) A Measure of Factual Achievement in American History. (6) The Textbook in United States History. (7) State Courses of Study. (8) City Courses of Study. (9) Classroom Devices. (10) Music as an Aid in the Classroom. (11) Visual Aids in United States History and Bibliography for same. The articles deal primarily with American history, rather than with civics, and several are contributed by collaborators.)

IN THE FOUR-YEAR AND SENIOR HIGH SCHOOLS

History in the Secondary School: I. (A series of articles on this subject, in Vol. I: Those on Ancient History, by W. Fairley; on European History, by D. C. Knowlton; on English History, by C. B. Newton; and on American History, by A. M. Wolfson. They consist largely of content articles, with "professional treatment of subject-matter.")

Stryker, F. E., *Civics in the High School*: III, 1, 12-13.

Dawson, Edgar, *College Entrance Examination Papers*: III, 10, 218-221. (Analysis of results, and their implications for secondary school training.)

Marshall, T. P., *Present Tendencies in High School History Teaching*: V, 6, 179-181. (Discusses aims and subject-matter.)

Snedden, D., *The Teaching of History in Secondary Schools*: V, 9, 277-282. (Emphasizes aims in view.)

Fish, C. R., *American Diplomatic History in the High School*: VII, 2, 39-44.

The Definition of the Field of Secondary School History: Papers Read at the Washington and Berkeley Conferences, 1916: VII, 6, 191-210.

Koos, L. V., *History in the North Central High Schools*: VII, 10, 347-351. (Aims, organization, and methods as found in approved schools, listed by the North Central Association of Colleges and Secondary Schools.)

Tryon, R. M., *Progressive Requirements in American History for Junior and Senior High Schools*: IX, 8, 442-449. (General field of American history; maps to make; dates to remember; personages to know and topics with which to be familiar. Suggestions as to method of procedure.)

Stewart, Anna, *The Social Sciences in Secondary Schools*: XII, 2, 53-56. (Criticism of Bulletin No. 28, 1916, Bureau of Education.)

Taggart, H. F., *Reorganization of the Social Studies in the Secondary Schools*: XII, 8, 281-284. (Title descriptive.)

Schoch, P., *The Place of European History in the Junior and Senior High Schools*: XIII, 7, 249.

Beeman, L. L., *A Three-Year Senior High School Course in Social Studies: Report of the Social Science Teachers' Association of Southern California*: XIV, 7, 266-271. (General study of tendencies in the Senior High School curriculum, based upon surveys made in 1922. Outlines for courses appended.)

Murphy, J. M., *History Teaching in Massachusetts High Schools*: XIV, 9, 363-369.

Gambrill, J. M., *Experimental Curriculum-Making in the Social Studies*: XIV (1923), 9, 384-406; XV, 1, 37-55. (Report of a study of outstanding experiments, or courses, in the social studies in the junior and senior high schools of the United States, containing sketches of courses of study, descriptions of their adaptation and use, plans for pupil activities, etc.)

Morehouse, Frances, *Principles Governing the Differentiation between Junior and Senior High School History*: XV, 4, 154-158. (Historical knowledge in the senior high school should be rather generalized, and, to some extent, abstract, in comparison with the distinctly concrete study in the junior high school.)

IN THE NORMAL SCHOOLS

Pray, C. E., *History in the Normal Schools: How Shall the Professional Schools Prepare Their Pupils to Teach in Accordance with the Report of the Committee of Eight?* III, 3, 54-56.

Dynes, S. A., *How Is the Teacher of Elementary History Prepared?* III, 7, 154-156. (Normal School work in history.)

N. E. A. Report: *Library Training in Normal Schools*: VII, 2, 50-53. (Gives bibliography.)

M. V. H. A. Committee Report on The Relation of Normal Schools to High School Teaching, 1916: VII, 7, 244-248. (Raises question whether those Normal Schools which train High School history teachers conform to high training standards.)

Page, E. C., *More About the Working Museum of History*: XI, 2, 55-57. (Developed in the Northern Illinois State Normal School.)

Bogardus, F. S., *The New Course of Study and The Teachers' Training Schools*: XI, 2, 76-79. (Discussion of Report of "Second Committee of Eight.")

Kimball, R. S., *Making Capital of Interest in History Classes*: XV, 2, 74-75. (A plan for vitalizing a course in American History by the presentation of biographical sketches prepared by the students. The plan outlined was used with satisfactory results at the State Normal School, Worcester, Mass.)

(See also articles listed under "Teacher Training," XVII.)

CORRELATING THE WORK OF DIFFERENT GRADES

Knowlton, D. C., *The First Week in an Ancient History Class*: II, 1, 16-17. (Correlating the grades and secondary school.)

Seattle History Teachers Club: V, 9, 301. (Attempts to bring teachers in colleges and all grades together, to correlate efforts.)

Ashley, R. L., *Unity and Continuity in High School History Courses*: VI, 5, 140-144. (Title descriptive.)

Tuell, H. E., *How Far Does the High School Course in History fit for College History Course?* VI, 9, 272-277.

Gambrill, J. M., *Experimental Curriculum-Making in the Social Studies*: XV, 1, 37-55. (Discusses lack of correlation, consequent need for a "Vertical Supervision" of courses of study, and plans for this in Oakland, Detroit, and the Pennsylvania State Program.)

XIII. Teaching in the Colleges and Universities

COLLEGE ENTRANCE EXAMINATIONS

Briggs, Elizabeth, *Lessons Drawn from the Papers of Candidates of the College Entrance Examination Board*: I, 2, 27-28.

Open Letter to the Committee of Five: I, 6, 130. (Urges topical list, to be given as guide to history teachers, by the Entrance Examinations Board.)

Briggs, Elizabeth, Some Characteristics of the Examination Papers of College Entrance Board: I, 8, 170-171.

College Entrance Examinations, 1910: II, 1, 10-11.

College Entrance Examination Ratings for 1910: II, 4, 93. (All subjects in chart form.)

Examination Questions in History: Set by the College Entrance Examination Board in June, 1911: III, 6, 128, 132. (A reproduction of the examination questions given by the Board.)

Examination Questions in History: Papers in History Set for the June, 1912, Examinations of the College Entrance Examination Board: III, 7, 152-153.

Dawson, Edgar, College Entrance Examination Papers: III, 10, 218-221. (Analysis of results and implications for history training in secondary schools.)

College Entrance Questions and Statistics, 1913: IV, 9, 256-258.

Dawson, Edgar, Mortality in History (Entrance) Examinations and its Causes: IV, 9, 259-262. (Title descriptive.)

Entrance Examination Questions (in History) for 1913: IV, 9, 263-264.

Foster, H. D., Adequate Tests in History: V, 4, 116-123. (Critical discussion of College Entrance Examinations.)

Dawson, Edgar, American History in Entrance Examinations: V, 8, 253-257.

College Entrance Examinations, 1914: V, 8, 257-259.

Fite, E. D., College Entrance Examinations in History: VI, 5, 144-146. (A statistical study.)

Dawson, Edgar, Answers in American History: VI, 10, 317-323. (Relating to college entrance examinations.)

College Board Entrance Examinations in History, 1915: VI, 10, 324-325.

College Entrance Examinations, for 1916: VII, 9, 312-317. (History.)

Proposed Revision of College Entrance Requirements in History: XIV, 2, 49-51.

Sullivan, J., Criticism of Preceding Report: XIV, 2, 52-53.

GENERAL PROBLEMS AND TENDENCIES IN COLLEGE TEACHING

Adams, G. B., The College Teaching of History: I, 1, 9.

Smith, L. B., Place of History in a Technical School: V, 10, 309-310.

Kelsey, R. W., Recent Changes in the Teaching of History in the Colleges and Universities of the Middle States and Maryland: VI, 7, 207-210. (The "New" History being introduced, but with confusion of methods.)

Show, A. B., Present Tendencies in Teaching Freshman History: VII, 4, 111-116. (Discusses aims of college teaching.)

N. E. A. Committee on the Social Studies: Report of 1916: VIII, 1, 4-25. (College interest in granting greater recognition to the "other Social Studies.")

MacCracken, J. H., Pooling of College Interests as a War Measure: IX, 2, 70-73. (Need of unity and co-operation among the colleges in order to give effective assistance to the government during the War.)

Schlesinger, A. M., History Situation in Colleges and Universities, 1919-20: XI, 3, 103-106. (Discusses lack of organized data on subject, "Novel Freshman offerings"; "Standard Elementary Courses"; "Correlation with High School History"; "Relation to Other Social Sciences"; Degree Requirements; and Methods.)

Gabriel, Ralph H., The General Course in United States History and the Liberal Arts College: XII, 7, 237-239.

Zook, G. F., Higher Education and Training for Citizenship: XIII, 2, 38-41. (Need for conscious program in Colleges as well as in grades.)

Violette, E. M., Paper on Adjustments Between History and the Other Social Studies: XIII, 3, 83-86. (Read at St. Louis Conference, 1921. Discusses this problem as it relates to colleges, and holds that college solutions "must wait upon the solution of the school problem.")

Packard, S. R., Facts and Fallacies concerning College Teaching of History: XV, 3, 107-110. (A critical discussion; condemns especially over-use of texts, and over-desire to complete courses.)

INTRODUCTORY AND FRESHMEN COURSES

Haskins, C. H., Introductory Course in History in Harvard College: I, 5, 95.

Salmon, Lucy M., Vassar College Introductory Course in History: I, 7, 145-148. (Emphasizes personal conferences.)

Editorial: Problems of the Freshman Course: I, 7, 152.

Jernegan, Marcus, Junior College History: I, 8, 169-170. (Methods in the University of Chicago.)

Durfee, E. L., Freshman History Course at Yale: I, 9, 193-194.

Shotwell, J. S., An Undergraduate Course in History in Columbia University, I, 10, 220-221.

Chase, Wayland J., Introductory Courses, University of Wisconsin: II, 1, 4-5.

Kriehbiel, E. B., History Courses at Leland Stanford: The Introductory Courses: II, 2, 29-30.

Cannon, H. L., History Courses at Leland Stanford—2. The History training courses: II, 2, 30-32.

Foster, H. D., How to Use a Syllabus in College: II, 5, 99-102. (The Introductory course in history at Dartmouth College; an explanation of the Dartmouth Syllabus.)

Trenholme, N. M., The Introductory History Course: III, 1, 6-7.

Krey, A. C., Introductory Courses in History at the University of Texas: III, 6, 123-125.

Stephens, H. M., Courses in History in the Junior Colleges: IV, 6, 153-155. (Relates to "5th and 6th years" of California High Schools. Suggests pertinent courses for these years.)

Show, A. B., Present Tendencies in Teaching Freshman History: VII, 4, 111-116.

Brown, E. S., Freshman History at the University of California: VII, 8, 268-269.

Official Report of the Conference Held at the American Historical Association Meeting at Cincinnati: Field and Method of the Elementary College Course: VIII, 4, 111-128. (Title descriptive.)

Gutsch, Milton R., The Field of Instruction in Elementary College History: VIII, 4, 117-118.

Bonham, M. L., The Freshman History Course at Louisiana State University: VIII, 10, 345-347.

Richardson, R. K., The Utility of Medieval History in Elementary College Curricula: XI, 1, 10-13. (Title descriptive.)

Gabriel, Ralph H., The General Course in United States History and the Liberal Arts College: XII, 7, 237-239. (Brief description of the general course in American History given at Yale.)

Griffin, E., The Window of World History, and the Educational Vista: XIII, 6, 196-203. (General course in World History for the College.)

Coss, J. J., The Columbia College Course on Contemporary Civilization: XIII, 6, 204-205. (Purpose and content.)

Bond, B. W., The Aim of the General Course in American History and its Place in the College Curriculum: XIV, 3, 93-95. (Title descriptive.)

Schlesinger, A. M., Content of the General College Course in United States History: XIV, 3, 95-97. (Title descriptive.)

Gabriel, R. H., The Method of the General Course in American History: XIV, 3, 97-98. (Explains use of The Chronicles of America in the Yale Course in American history.)

Hoskins, H. L., Self-Starting the Freshman College History Course: XIV, 7, 254-257. (Instructions given to freshmen at beginning of general course in history at Tufts College. Directions are specific and detailed, and relate to Class Attendance, Notebooks, Term Papers, and Examinations.)

Bolton, H. E., An Introductory Course in American History: XV, 1, 17-20. (A general survey of the history of the Western Hemisphere, given for Sophomores and Freshmen at the University of California.)

SPECIAL COLLEGE COURSES

Hayes, C. H., Contemporaneous European History: Work of An Experimental College Class: I, 6, 127-128.

Paxson, F. J., The Pro-Seminary in History, in the University of Michigan: I, 10, 217-218. (For advanced undergraduates.)

Boyd, W. K., Local History in the College Curriculum: VI, 6, 178-179.

Bonham, M. L., American Biography as a College Freshman Course: VI, 8, 257-258.

Woodburn, J. A., Political Parties and Party Leaders: VI, 10, 312-315. (Course for college or higher secondary school classes.)

Latourette, K. S., The History of American Life—An Experiment in a New Type of College Course: VII, 9, 301-302. (Arranging content under such topics as "political," "economic," "social," etc.)

Heckel, A. K., The War Aims Course in the Colleges: X, 1, 20-22. (Study of European Background to the War. Its values to teacher and student.)

Institute of Public Service, New York City, College Courses in Foreign Affairs: XIV, 2, 61-68. (A survey of such courses in all types of colleges.)

More About College Courses in Foreign Affairs: XIV, 3, 102-103.

Bonham, M. L., Jr., Some Reasons for Teaching the History of Canada in the Colleges of the United States: XV, 2, 70-71.

Wagner, D. C., Syllabus for a College Course in English History with Reading References: XV, 4, 176-186. (Title descriptive.)

Griffin, E., The Teaching of Asiatic History to Undergraduates, XVI, 6, 257-261. (Title descriptive.)

COLLEGE METHODS

Smith, Mary S., Directions for Written Work, As Used in History Department of Meredith College (N. C.): I, 4, 90.

McIlwain, C. H., The Preceptorial Method as Applied to History: I, 6, 124-125. (In Princeton University.)

Hyde, De Witt, The New Standard of College Teaching: II, 6, 126-127.

MacDonald, W., From the Point of View of the College: III, 5, 105-106. (Denies that pedagogy has any value to college teachers.)

Clarke, M. P., A College Museum: X, 7, 383-384. (Two experiments in the local historical field.)

Bourne, H. E., A Source Study for College Classes: X, 8, 465-474.

Bourne, H. E., Price Fixing in Revolutionary France: XI, 1, 21-43. (Collection of sources for critical use of college classes.)

Robinson, M. P., Virginia's Historical Laboratory: XI, 2, 53-54. (How the state archives are being made available to students of history in Virginia Universities.)

Bourne, H. E., Personality of Robespierre: XI, 5, 177-189. (Source collections for college use.)

Williams, Mary W., The Lecture Method: An Indictment: XII, 8, 279-281. (Title descriptive.)

Bonham, M. L., College Course in United States History from Another Viewpoint: XIII, 1, 14-16. (In part a reply to Dr. Gabriel's article, XII, 7, 237. Discusses use of text and sources, etc.)

Palm, F. C., The Purpose of an Outline Course in History for College Classes: XIV, 3, 99-101. (Suggestions for the first day in the college class.)

Wilkins, E. H., An Hour in the Renaissance: XIV, 6, 203-205. (What was happening in Europe at 2:30 P. M., March 16, 1523. A device for connecting events occurring simultaneously in different lands.)

Sullivan, J., The Sneer Method in the Teaching of History: XIV, 6, 205-206. (Ironical attack on critics of national heroes and institutions.)

PROBLEMS OF THE GRADUATE SCHOOL

Fling, F. M., Possibilities of the Seminar Method: II, 4, 79-80. (In Modern European History.)

Andrews, C. M., The Doctor's Dissertation in Modern European History: II, 8, 173-177. (Advantages and difficulties that accompany efforts of American students in dealing with subjects selected from this field.)

Jameson, J. F., List of Doctoral Dissertations in Progress at the Chief Universities, 1912; IV, 1, 8-15.

Rogers, L., Neglected Aspect of Graduate Instruction: VI, 9, 271-272. (Need for educational training of graduate students planning to teach.)

Mitchell, B., Memorandum of a Method of Noting and Arranging Material in Research: X, 4, 192-193. (Suggestions for the research student.)

XIV. Technique of Teaching History and the Other Social Studies

THE LECTURE METHOD

Gwatkin, H. M., How to Conduct a Lecture Course in History: II, 3, 52-53. (Describes advantages of this method.)

Williams, Mary W., The Lecture Method: An Indictment: XII, 8, 279-281. (Title descriptive.)

USE OF THE TEXTBOOK

Sellery, G. C., The Use of the Textbook: II, 10, 219-222. (A discussion on the values of the textbook for pupils in the grades.)

Stevens, R., Waste in History Instruction: IV, 2, 52-55. (Condemns "slavish adherence" to textbooks.)

Kelsey, R. W., The Textbook Method: V, 6, 177-178. (Defends its use in all grades and in college.)

Greene, G. S., A New Method of Teaching History: VI, 7, 219-220. (Two periods per week given to filling in outlines from textbook; one to recitation on same.)

Loutz, P. G., Word Study in History Teaching: VI, 7, 220-222.

Wilson, H. B., Guiding Principles in American History Teaching: X, 2, 82-85. (Limitations in the use of the textbook.)

Packard, S. R., Facts and Fallacies concerning College Teaching of History: XV, 3, 107-110. (Condemns American addiction to the textbook habit.)

THE TOPICAL METHOD

Carrier, F. W., A Topical Method in United States History as a Social Study: XI, 8, 313-316. (Its use in Grade 12.)

Wilgus, A. C., A System of Progressive Self-Marking for High School History Classes Using the Topical Outline Recitation: XII, 8, 285-289.

Kimball, R. S., Making Capital of Interest in the History Classes: XV, 2, 74-75. (The presentation of biographical sketches prepared by the students, as a plan for vitalizing a course in American History.)

USE OF PROJECTS AND PROBLEMS

Violette, E. M., Setting the Problem: III, 8, 181-183.

Webb, W. P., Increasing the Functional Value of History by the Use of the Problem Method of Presentation: VII, 5, 155-163. (Analysis and exposition of the Problem Method.)

Branom, M. E., Project Problem Method in History: XI, 3, 107-110. (A comprehensive discussion.)

Sneden, D., "Case group" approach to Programs of Civic Education: XI, 5, 197-199.

Hatch, R. W., The Project-Problem as a Method for Teaching History: XI, 6, 237-240.

Zimmerman, Regina, A Method of Procedure for a Problem Lesson in History: XII, 7, 239-242.

Gibson, O. H., An Illustration of the Problem Method: XII, 8, 289-291.

Hatch, R. W., Projects in Citizenship: XIII, 2, 50-59.

Kilpatrick, W. H., What shall We seek From a History Project: XIII, 6, 215-216. (Title descriptive.)

Fitzpatrick, M., History Project for the Grades—Pioneer Life in Cleveland: XIV, 2, 68-71.

McMurtry, D. L., A Project Method of Teaching History: XIV, 9, 351-354. (Title descriptive.)

Gambrill, J. M., Experimental Curriculum-Making in the Social Studies: XIV, 9, 384-406; XV, 1, 37-55. (The project method as proposed or used in the new courses and experimental curricula, described in this report.)

Teaching the Presidential Campaign in the Junior High School: I. Black, A. M.: *A Study of Party Platforms*; II. Hegarty, M. R.: *How We Shall Treat the Presidential Election Problem*: XV, 7, 302-305. (Suggestions (I.) for a series of four lessons on the study of party platforms, accompanied by an illustrative chart; (II.) for a plan of study of the presidential election by assignment and discussion of projects and a final presentation in the form of a pageant.)

Knowlton, D. C., *Lesson Planning and Problem Solving*: XVI, 3, 114-117. (Setting problems for Junior High grades.)

Woodruff, Hazel M., *The Technique of the High School Historical Theme*: XVI, 3, 120-121.

THE SOCIALIZED RECITATION

Mackie, R. A., *Class Methods in History Teaching*: X, 5, 256-258.

Pierce, Bessie L., *Socialized Recitation*: XI, 5, 189-193. (Comparative effectiveness of this method and the old quizz plan.)

Dowell, E. S., *Method of History Instruction Used in the Bucyrus (Ohio) High School*: XI, 9, 356-360. (Combined use of socialized recitation with "Laboratory" period, and various devices connected with these.)

Havighurst, H. C., *A Plan for a Socialized History Recitation*: XII, 8, 293-295.

Wells, B. W., *A Socialized Recitation on the Colonial Question and the Federative Period in American History*: XII, 9, 326-329.

GENERAL PROCEDURE—THE RECITATION

Tryon, R. M., *The High School History Recitation*: VII, 7, 236-242. (Aims, principles governing, standards for judging, etc.)

Morehouse, Frances M., *Forms of the History Recitation*: VII, 10, 332-337. (Title descriptive.)

Pierce, Bessie L., *An Experiment in Individual Instruction in History*: X, 2, 86-87. (Title descriptive.)

Dowell, E. S., *Developing a Departmental Policy of Instruction in the Social Sciences*: XIV, 5, 176-179. (Social Science Departmental Policy of instruction of Bucyrus (Ohio) High School.)

Knowlton, D. C., *Lesson Planning and Problem Solving*: XVI, 3, 114-117. (Planning lessons for Junior High grades.)

USE OF NOTES AND OUTLINES

Foster, H. D., *How to Use a Syllabus in College*: II, 5, 99-102.

New England Association: *Joint Meeting with Dartmouth College, 1911*: II, 10, 226-229. (Papers on use of notebooks and readings.)

Greene, G. S., *A New Method of Teaching History*: VI, 7, 219-220. (Two periods per week given to students to fill in outlines from text; one day to recitation on same.)

Armstrong, R. D., *The History Notebook in Secondary Schools*: VII, 8, 277-283.

Smith, P. T., *A Suggestion on the History Notebook*: X, 4, 196-198. (The box-plan of keeping notes.)

Hoskins, H. L., *Notes on Professional Cold Storage*: XIII, 6, 205-207. (A filing system for notes and other data.)

Woodruff, H. M., *The Technique of the Historical Outline*: XIV, 1, 29-31.

Wilgus, A. C., *A Chrono-Topical System of Note Taking and Filing for History Classes*: XVI, 3, 118-120.

USE OF GEOGRAPHY, MAPS, AND TIME CHARTS

Smith, D. E., *Wall Maps for History Classes*: I, 3, 47.

Bruce-Forrest, E., *The Use of a History Time Chart*: II, 1, 3-4.

Andrews, A. I., *Aids to the Teaching of History: Descriptive Catalogue of the Collection of the New England History Teachers' Association*: II, 8, 185-188, and 9, 205-212. (Includes topical lists of maps, charts, casts, pictures, stereographs, models and globes. Also list of publishers of same.)

Shepherd, W. R., *Historical Maps and Their Making*: III, 6, 121-123. (Title descriptive.)

Paullin, C. O., *Proposed Historical Atlas of the United States*: V, 3, 71-73.

Chadwick, R. D., *Vitalizing the History Work*: VI, 4, 112-122.

Wallace, W. L., *The Outline Map and How to Use It*: VIII, 5, 159-160.

Martin, E. G., *Use of Maps in History Teaching*: XIII, 1, 17-18.

Ashton, B. L., *Geography in the Interpretation of History*: XV, 3, 111-114. (A few suggestions for teaching.)

Heath, D. R., *A Plea for More Geography in History Classes*: XV, 3, 114-116. (Suggestions for the use of pictures, models, and map making, as well as plans by which variety in the latter may be obtained.)

Forsee, Corinne, *Helps for History Teachers*: XV, 9, 402-405, 404-405. (Suggestions for use of geography, maps, readings, etc.)

Knowlton, D. C., *Tools and the Workshop*: XVI, 2, 76-79. (Use of maps and illustrative materials in Junior High work.)

COLLATERAL READINGS AND THE LIBRARY

Violette, E. M., *School Libraries*: I, 5, 115. (Letter to Editor on subject.)

Perkins, Clarence, *Reference Work in the High School*: II, 6, 123-126.

Show, A. B., *History Reference Library for High Schools*: III, 4, 79-81. (Alphabetically arranged, under geographical and chronological topics. No comments.)

Nestor, I. F., *Library Work and Collateral Reading*: V, 2, 53-56.

Smith, M. S., *How to Utilize the School Library in the Teaching of High School History*: V, 5, 139-140.

Sioussat, St. George L., *Collateral Reading*: V, 7, 227-230. (Title descriptive.)

Johnston, W. D., *The Library and History Study*: VI, 2, 31-33.

Violette, E. M., *Wanted—A new Order of Reference Books in History*: VI, 8, 261-263. (Suggestions on the general subject of collateral reading.)

Patterson, R. G., *Minimum of Supplementary Reading for Eighth Grade*: VI, 10, 325-328.

Hall, Mary E., *The Development of the Modern High School Library*: VII, 2, 46-50.

N. E. A. Report: *Library Training in Normal Schools*: VII, 2, 50-53. (Gives bibliography.)

Garrett, M. B., *Testing Collateral Reading*: VII, 2, 53-55. (Oral quizz.)

Pitts, Lemuel, *Are History Libraries Used to the Best Advantage?* VII, 2, 55-56.

Bigelow, E. L., *A System for Library Reference Work*: VII, 7, 233.

The Wisconsin Library Score Card on Field Work: VII, 7, 243-244. (Judging efficiency of teachers and librarians.)

Colby, E., *The Historical Novel—Fiction as History*: VII, 8, 264-265. (Cautions against its use.)

Monroe, Kate, *The Value of Historical Fiction*: VII, 8, 266-267. (Advocates its use in supplementing teaching.)

Wuesthoff, Wm. W., *What Should We Attempt in Collateral Reading and How Shall We Test It?*: VIII, 4, 129-131.

Collateral Reading and Notebooks in History Classes: IX, 4, 200-205. (Includes: (1) "Apropos of Reference Reading in High School History," Jones, P. V. B.; (2) "Collateral Reading in Recent American History," Smith, P. T.; (3) "The History Notebook in the Study of the War," Rice, E. A.; (4) "The History Notebook," Whitlow, C. M.)

Buck, G., *American History in Fiction For Upper Grades and High Schools*: X, 7, 384-387. (American History divided into periods and books suitable to the periods.)

Barr, A. S., *Methods of Checking Collateral Reading*: XI, 5, 195-196. (Advocates the "daily slip" method.)

Report of Committee of Mississippi Valley Historical Association—Standardizing Library Work and Library Equipment for History in Secondary Schools: XII, 7, 242-247. (Title descriptive.)

Books for Historical Reading in Schools: A Report by Joint Committees of the New England History Teachers' Association, the History Teachers' Association of the Middle States and Maryland, and the Teachers' Section of the Mississippi Valley Historical Association: XV, 7, 306-313. (Lists of (1) books for outside reading in Ancient, European, American, and English history, (2) recent books likely to prove useful, (3) novels. The value and interest of these books were reported by teachers of history in secondary schools, and their method of selection is described in an introductory discussion.)

Forsee, Corinne, Helps for History Teachers: XV, 9, 402-405, 404-405. (Suggestions for outside reading and of means to obtain books.)

Ralston, Sue W., The Use of Supplementary Readings and Fact Tests in Connection with a One-Year Course in Ancient and Medieval History: XV, 9, 410-414.

Martin, W. F., Collateral Reading in High School: XVI, 6, 274-277.

USE OF SOURCES

Fling, F. M., One Use of Sources in the Teaching of History: I, 1, 5-7.

Beard, C. A., The Use of Sources in Instruction in Government and Politics: I, 3, 49-50.

Elson, H. W., Use of Sources in Teaching History: I, 10, 218-219.

Wolfson, A. M., English History: A Series of Exercises in the Use of Sources: II, 4, 83.

Moses, M. L., Historical Pictures as Source Material: III, 1, 16-17.

Tucker, H. R., Source Work on Napoleon: IV, 4, 106.

Fling, F. M., Use of Sources in Teaching Greek History: V, 5, 144-152. (Urges value of source method.)

Bourne, H. E., A Source Study for College Classes: X, 8, 465-474.

Fling, F. M., The Use of Sources in History Teaching During the Last Decade: X, 9, 507-508. (1909-1919.)

Bourne, H. E., Price Fixing in Revolutionary France: XI, 1, 21-43. (Sources for college use.)

Robinson, M. P., Virginia's Historical Laboratory: XI, 2, 53-54. (How the state archives are made available to college students.)

Bourne, H. E., Personality of Robespierre: XI, 5, 177-189. (Collection of sources, for college use.)

Koch, Julie, The Garret: A Depository for Source Material in American History: XVI, 4, 168-170.

THE "HISTORICAL LABORATORY"

MacDonald, William, An Historical Laboratory: I, 4, 73-74.

Chadwick, R. D., Vitalizing the History Work: VI, 4, 112-122. (Equipment of the "laboratory." Gives photographs.)

Robinson, M. P., Virginia's Historical Laboratory: XI, 2, 53-54. (How the state archives are made available to college students.)

Dowell, E. S., Method of Instruction Used in Bucyrus (Ohio) High School: XI, 9, 356-360. (Combines socialized recitation with "Laboratory" period, and various devices connected therewith.)

Wilgus, A. C., The Laboratory Method in the Teaching and Studying of History: XII, 1, 23-27. (Title descriptive.)

Hill, H. C., Laboratory Work in Civics: XVI, 3, 110-113. (Title descriptive.)

Stone, Edna H., Teaching the Social Studies in the Seventh Grade: XVI, 6, 262-274. ("Handwork in the Laboratory." Gives photographs.)

ILLUSTRATIVE MATERIALS AND THE HISTORICAL MUSEUM

Coulomb, C. A., Aids to the Visualization of History: I, 6, 119-124. (Catalogue and descriptions of an exhibit of "Objects and models," pictures, maps, etc., arranged by Henry Johnson and J. T. Shotwell. List of publishers of same.)

Tall, Lida L., Construction Work in Elementary History Classes: I, 10, 225-226.

Haeseler, Louise H., Illustrative Material and its Uses: II, 2, 32-34.

Tall, Lida Lee, Construction Work in the Teaching of History: II, 2, 34-36.

Knowlton, D. C., Suggestions for Teacher of Ancient History: II, 2, 39-41. (How to make use of charts, maps, and pictures.)

Andrews, A. I., Concerning the Collection of Aids to the Visualization of History: II, 4, 82. (Collection of the New England Association.)

Tall, Lida Lee, Construction Work in the Teaching of History: II, 4, 87-88. (Construction of models.)

Thompson, Lillian W., Pictures in History Classes: II, 8, 177-179. (Title descriptive.)

Dana, J. C., Pictures and Maps in Teaching of History: II, 8, 180-181. (From viewpoint of a librarian.)

Sanford, A. H., The Making of an Historical Museum: III, 1, 7-8.

Andrews, A. I., Aids to the Teaching of History: Descriptive Catalogue of the collection of the New England History Teachers' Association: II, 8, 185-188, and 9, 205-212. (Includes topical lists of maps, charts, casts, pictures, stereographs, models, and globes. Also list of publishers of same.)

Ames, E. W., Pictures—Their Use and Abuse in History Teaching: III, 1, 8-10.

Moses, M. L., Historical Pictures as Source Material: III, 1, 16-17.

New England Association: Collection of Historical Material: III, 7, 149-160. (Brief description of same, chiefly pictures and maps.)

Chart of a New York County Government: III, 7, 164. (Drawn to show legal confusion.)

Evans, E. C., The Use of the Blackboard in the Teaching of History: III, 8, 179.

Henderson, E. F., Illustrative Material on the French Revolution: What we can Learn from it Respecting the Revolution: III, 10, 215-218. (Title descriptive. Gives illustrations.)

Brooks, N. C., Museum of European Culture of University of Illinois: IV, 1, 3-5. (A description of a museum to illustrate phases of social development.)

Lingelbach, W. E., Use of Lantern in History Classes: IV, 2, 40-42. (Lantern should hold only secondary place in the classroom—not for entertainment or popular lecture. Careful selection of slides.)

Tucker, H. P., Use of Lantern in History Classes: IV, 2, 42-48. (Wide range of use of reflectoscope—opaque projector and stereopticon combined.)

Davison, Ellen S., Suggestions Concerning the Use of Pictures in Teaching: IV, 5, 130, and 145.

McKinley, A. E., Illustrative Materials for History Classes: List of Publishers in United States and Foreign Countries: IV, 6, 158-168. (Lists over 180 publishers, arranged both alphabetically and under subject headings, with descriptions of their materials, etc.)

Violette, E. M., Lantern Slide Making at Kirksville (Mo.) Normal School: IV, 6, 168-169.

Page, E. C., A Working Museum of History: V, 3, 77-80.

Hamilton, Maud, Teaching of Greek History: Use of Illustrative Materials in Secondary Schools: V, 3, 81-86.

Bond, B. W., Practical Methods in Summer Sessions: V, 4, 123-125. (Preparation of exhibit of illustrative materials, etc., for teachers.)

The Short Ballot: Graphic Illustration: V, 9, 303.

Monro, K. M., Blackboard Work in History Classes: VI, 2, 58.

Sheap, H., The Working Museum of History Again—How I Collected the Material for my Museum: VI, 6, 184.

Bulletin of the Metropolitan Museum of Art, New York:—Historical Museum Labels for Helmets: VI, 7, 204-207.

Page, E. C., How the Working Museum of History Works: VI, 10, 307-310.

Fishback, M. M., An Occasional Museum: VIII, 1, 30.

Weitenkampf, Frank, Pictorial Documents as Illustrating American History: VIII, 2, 48-51.

Wuesthoff, W. W., Blackboard Work in History Teaching: VIII, 8, 253-255.

Zook, G. F., Use of Pictures and Lantern Slides in Study of the Great War: X, 1, 23-24.

Knowlton, D. C., Current Events Through Pictures: X, 1, 24-28.

Clarke, M. P., A College Museum: X, 7, 383-384.

Page, E. C., More About the Working Museum of History: XI, 2, 55-57.

Bonham, M. L., Jr., Concerning Historical (?) Portraits: XI, 4, 141-142. (Importance of making historical characters real.)

Ahl, F. M., Ancient History a "Living" Thing: XII, 8, 291-293. (Use of pictures.)

Jacobi, Florence, Devices for the History Teacher: XIII, 5, 178-179. (Scrapbook, clippings, cartoons, etc.)

Haun, H. L., Progressive Tendencies of State History Teaching in the Elementary Grades: XIII, 9, 342-345. (Describes the North Carolina plan for statewide use of historical films.)

Fox, D. R., The Chronicles of America in Motion Pictures: XV, 1, 13-17. (Motion pictures produced by the Yale University Press, used to add to the pupils' knowledge of American history by portraying as nearly as possible the events of the past as they really happened. Variety and possibility of the use of these films, especially recommended for use in the Junior High School.)

Forsee, Corinne, Helps for History Teachers: XV, 9, 402-405. (Suggestions for illustrative materials in the way of maps, pictures, posters, and hand work for home construction.)

Knowlton, D. C., Tools and the Workshop: XVI, 2, 76-79. (Discusses use of maps and illustrative materials, for Junior High work.)

Colbert, R., One Year with a History Museum in a Small High School: XVI, 4, 167.

Knowlton, D. C., The Teaching of History in the Junior High School—The Use of the Concrete: Time-charts, Maps, Pictures, Cartoons, Graphs: XVI, 4, 171-175. (Title descriptive.)

Pierce, Anne E., Music as an Aid in the Classroom: XVI, 7, 326-328. (Gives musical selections to illustrate various periods of American history.)

Pierce, Bessie L., Visual Aids in United States History: XVI, 7, 328-331. (Given in article: Social Studies in the Eighth Grade. Gives textbook references and addresses of firms and publishers supplying illustrative materials.)

The Chronicles of America Photoplays: XVI, 7, 341 (Advertisement, giving list of plays, opinions of same, and offering descriptive booklet.)

USE OF POETRY, MUSIC AND DRAMATIZATION

North, Mary, An Ancient History Character Social: I, 2, 31.

The Hudson Fulton Celebration: I, 3, 55.

Oberholzer, E. P., Historical Pageants: I, 8, 167-168. (Emphasizes educational values.)

Clark, A. L., Pageants and Local History: V, 9, 287.

School Pageant at New Harmony, Indiana: VI, 6, 191.

Pratt, M., A Pageant of the Middle Ages: VI, 9, 277-279.

McKinley, A. E., Bibliography of Historical Pageants and Dramatics: VI, 9, 279-281.

Willard, Clara E., Mankato (Minn.) Historical Pageant, July 4, 1916: VII, 8, 284-285.

White, Elizabeth B., The Making of a Book—A Medieval Play: VII, 10, 338-339. (Dramatization.)

Purcell, Helen E., Learning History by Doing: VIII, 9, 306-307. (Dramatization.)

Hallock, Constance M., Songs and History Teaching: IX, 7, 388-389. (Use of songs (after school) contemporary to the work being studied in the English history class. Songs and publishers given.)

McLinn, C. B., The March of Democracy—A Masque for Victory Day Celebrations: X, 1, 29-32.

Beatty, W. W., An Experiment in the Use of Pageantry: XI, 9, 342-349. (Detailed discussion of experiment in a California Normal School.)

Flesher, Ruth, The Spirit of Progress: XI, 9, 349-350. (A "miniature pageant.")

Pingrey, J. L., Imagination in the Teaching of History: XII, 8, 295.

Dever, Mary, Dramatization as an Aid in Teaching History: XIII, 4, 136-137.

O'Grady, Catherine, Student Participation in History of Today: XIII, 6, 219-220. (Dramatization of the "Washington Conference.")

Ahl, Frances, Pageant of Ancient Civilization: XIV, 6, 182-185. ("Written and Staged by the 1B History Class, Under the Direction of Miss Frances Ahl, Eureka High School, California.")

Hurd, R. C., Ellis Island, "America's Gateway," a Sociology Project: XV, 3, 116-119. (Short dramatization of immigration scene.)

Knowlton, D. C., The Teaching of History in the Junior High School: Dramatization: XVI, 5, 222-225. (General discussion, and illustrative piece by 7th grade girl on: "The Building of the Parthenon.")

Hurd, R. C., Builders of Democracy—An Original Historical Pageant: XVI, 6, 225-227. (Account of work of Sociology and History classes of Marshalltown, Iowa, High School.)

Harris, Nora M., Our Traffic System—A Dramatization: XVI, 6, 228-229.

Willard, Martha, History Project—A Semi-Pageant: XVI, 6, 278-280.

Pierce, Bessie L., Classroom Devices—Dramatization: XVI, 7, 325-326. (Included in article: The Social Studies in Eighth Grade. Gives bibliography.)

How to STUDY

Chase, W. J., The Study of the History Lesson: VII, 5, 153-154.

Armstrong, Robert D., Some Aspects of Supervised Study in History: VIII, 2, 52-59.

Farmer, H., Supervised Study of Eighth Year History: X, 2, 85-86. (Aims and methods.)

Rugg, E. V., Supervised Study in History: XI, 4, 142-149. (What it is, its value, its psychological aspects, practical directions.)

Barr, A. S., Study Methods in History: XII, 1, 27-28.

SPECIAL ACTIVITIES—STUDENT GOVERNMENT, DEBATES, CLUB ACTIVITIES, ETC.

Dye, Charity, and Moore, J. R. H., Suggestions for Celebration of Peace Day, 1913: IV, 5, 184-185.

Monro, Kate M., Programs for Greek History Entertainments: VI, 4, 111.

Chadwick, R. D., Vitalizing the History Work: VI, 4, 112-122. (The use of student government, of debates, and history games.)

Gordy, W. F., The Grammar School History Debating Class: VI, 7, 222-223.

Knowlton, D. C., Making History Teaching Definite to the Public—A School Exhibit in History: VII, 10, 340-344. (Title descriptive.)

Bepler, D. W., The Class as a Productive Factor: Methods of Work: X, 4, 194-196. (Bibliographical work by a class.)

O'Brien, S. G., An Experiment in Practical Civics: XIII, 6, 216-219. (Forms of student government.)

Hill, H. C., Pupil Management of Class Activities: XIII, 7, 256-259. (Student government, and club activities.)

Lambert, J. B., A High School Civic Project: XIII, 7, 259-260.

Gambrill, J. M., Experimental Curriculum-Making in the Social Studies: XV, 1, 48-51. (Pupil activities as described briefly in the plans used in (1) Minneapolis, (2) Fresno, California, (3) Rochester, New York, (4) Long Branch, California.)

Dunn, A. W., The Educational and Social Values of International School Correspondence: XV, 1, 91-96. (Correspondence between school children of different nations, such as is being carried on under the auspices of the Junior Red Cross Organization, not only supplements and vitalizes textbook material in geography and history classes, but cultivates international friendship.)

How to Add Vitality to Civics Instruction: Practical Experiments in Four Schools: XV, 2, 75-83. (A description of four specific plans for activities in Civics classes, three of which are extra-curricular: II. The School-Senate, by Byron F. Field. III. The School City—A Civics Project, by May van Kirk. IV. An Elementary School Election, by Virginia Stone and Leona C. van Bibber.)

Field, B. F., Teaching the Presidential Campaign in the Senior High School: XV, 7, 299-302. (Staging a mock convention in teaching history and government.)

McCollom, D. F., The Teacher and Local History: XV, 9, 391-394. (Suggestions for the organization of local historical societies and for the collection and preservation of local historical data, which the teacher will find a distinct contribution in stimulating the pupil's interest in history and in making the past real to him.)

Swindler, R. E., A History Field Trip and Course for Credit: XVI, 4, 160-162. (A novel method of holding classes on historic sites en route.)

Stone, Edna H., Teaching the Social Studies in the Seventh Grade: XVI, 6, 262-274. (Lists various special activities, e. g., club work, student councils, community projects, etc.)

XV. Text-Books: Lists and Descriptions

Carrick, Gertrude W., The Place of Women in School Histories: IV, 4, 95-97. (Famous women generally ignored by texts.)

Russell, W. F., The Entrance of History into the Curriculum: V, 10, 311-318. (Historical discussion of early American textbooks.)

Bishop, M. G., The School Books of Our Ancestors: VI, 8, 243-248. (The evolution of the school textbook from 1450 to the present.)

Wilson, H. B., Guiding Principles in American History Teaching: X, 2, 82-85. (Limitations placed upon use of American history textbooks.)

Present Status of Social Studies in the High Schools of the United States (1919): XI, 2, 87-88. (Notes most popular texts in the "Other Social Studies," as reported by United States Bureau of Education.)

Skeel, A. J., Some English History Textbooks Two Centuries Ago: XII, 1, 16-17.

Griffin, Eldon, Why Study Far Eastern History and How: XII, 3, 78-81. (Discusses question of a text for this subject.)

Snyder, R. H., The Geographical Content of High School and Elementary History Textbooks: XII, 3, 84-86.

Report of Committee of Mississippi Valley Historical Association: Standardizing Library Work and Library Equipment for History in Secondary Schools: XII, 7, 242-247. (List of books popular with teachers for collateral reading and texts.)

Shimer, E. D. (Chairman), Report on History Textbooks Used in the Public Schools of New York City: XIII, 7, 250-255. (Report of public school teachers and principals, "as amended by Board of Superintendents." States ideal principles, chiefly "patriotic" in character, and criticizes texts for "Emasculating Accounts of Wars," for unsatisfactory treatment of "Our Heroes," "The Revolutionary War," etc.)

Report of Committee of Five on American History Textbooks Now in Use in California High Schools: XIV, 2, 54-56. (Lists seventeen texts in American history and declares them all properly "patriotic.")

Buell, B. G., Recent High School Texts in the Social Sciences: XIV, 6, 227-230. (Discussion of "the new civics" is followed by a list of thirty texts, with critical comments. List refers to all types of social studies except history.)

Annual Meeting of the Middle States Association at New York (1923): XIV, 6, 232. (Resolutions on recent criticisms of textbooks. Agitation for biased history deplored.)

Hughes, R. O., Recent Texts in the Social Studies: XIV, 9, 373-376. (List made in 1923, intended to be complete for texts published since 1916. Annotated and classified under "United States History," "European and World History," "Civics and Social Problems," "Economics and Vocations.")

Beeman, L. L., A Three-Year Senior High School Course in Social Studies: XIV, 7, 274. (List of twenty-two texts in social studies given, available in October, 1923. No estimates of values.)

Gambrill, J. M., Experimental Curriculum-Making in the Social Studies: XIV, 9, 392-395. (Includes discussion of the new series of topical texts planned by H. O. Rugg, Lincoln School, Teachers College. Outlines series for seventh, eighth, and ninth grades.)

Goodman, N. C., Columbus Meeting of American Historical Association, 1923: XV, 2, 63-66. (Includes summary of paper by Bessie L. Pierce on "The Attack Upon History Textbooks.")

Dickerson, Rollien, What Do Social Science Textbooks Teach? XV, 9, 397-398. (Results of an analysis of thirty textbooks.)

Heckel, A. K., Pure History and Patriotism: XVI, 3, 106-110. (Account of the attack upon impartial American History texts, made by super-patriots, especially since the World War.)

Murphy, J. M., A Survey of the Social Studies in New England—Rhode Island: XVI, 4, 165-166. (Lists number of schools in state using certain texts.)

Pierce, Bessie L., The Textbook in United States History: XVI, 7, 322-323. (Included in article The Social Studies in the Eighth Grade. Lists texts commonly used in Junior High Schools, with page apportionment to different chronological periods.)

XVI. Testing Results

GENERAL PROBLEMS OF DEMONSTRATING VALUES AND MEASURING PROGRESS

Wolfson, A. M., Reviewing for Examinations: III, 5, 111-112, 115. (Purpose of testing to measure progress. How to Review.)

Gambrill, J. M., Examinations: III, 6, 127. (Discusses purpose of examinations and principles governing questions for examinations.)

Tryon, R. M., Progress Within the Subject Applied to High School History: VIII, 9, 297-301. (Title descriptive.)

Shryock, R. H., New Tests for Old: XIV, 8, 319-322. (Claims values of teaching history have not been demonstrated, and suggests observation of pupils discussing modern problems as a means to this end.)

Rugg, E., Evaluating the Aims and Outcomes of History: XIV, 8, 324-326. (Emphasizes failure to prove values in teaching history, and need for scientific demonstration of same.)

WRITTEN AND ORAL EXAMINATIONS

Wolfson, A. M., Preparation for American History Examination: I, 10, 227-228.

Garrett, M. B., Testing Collateral Reading: VII, 2, 53-55. (Oral quizz.)

Morehouse, Francis M., Testing Results in History Teaching: VIII, 9, 301-305.

Burr, M. J., Closed Versus Open Book Test: X, 5, 258-259.

Leonard, A. R., Grading the Pupils' Work: XIII, 5, 173-174.

Monroe, W. S., Written Examinations and Their Improvement, Paper I: XIV, 6, 211-219. (Comprehensive discussion of all Criticisms of Written Examinations and the defense of them, as "set by teachers and other school officials.")

Monroe, W. S., Written Examinations and Their Improvement: Paper II: XIV, 8, 306-316. (Relates in part to traditional examinations. Gives illustrations.)

Examples of History Tests: XIV, 8, 316-318. (Examples of "Traditional" Examinations in History and Civics. See above.)

Ralston, Sue W., The Use of Supplementary Readings and Fact Tests in Connection with a One-Year Course in Ancient and Medieval History: XV, 9, 410-414, 413-414. (A brief account of oral and written fact tests and "spelldowns" used by the author, and questions for the purpose.)

NEW OR "STANDARDIZED" TESTS

Rugg, E. U., Character and Value of Standardized Tests in History: XI, 6, 231-236. (General Features and criticisms of the new or "standardized" tests, with annotated list of eleven then (1919) published.)

Gibson, O. H., Existing Standard Tests in History (November, 1921): XII, 9, 324-326. (Lists eight tests.)

Mowbray, R. H., A Written Test for a Civics Problem: XIII, 1, 19-20. (An unusual attempt to test students' ability to apply history to an understanding of the present.)

Clark, M. G., A Study in Testing Historical Sense in Fourth and Fifth Grade Pupils: XIV, 4, 147-150. (Use of pictures in six tests for "historical sense"; the method of handling data, and conclusions.)

The Annual Meeting of the Middle States Association at New York (1923): XIV, 6, 232-233. (Notes on the Discussion of the "New Tests" in History.)

Elston, B., Improving the Teaching of History in the High School through the use of Tests: XIV, 8, 300-305. (A critical summary of existing "new tests" or "scales" for history; a program for the use of them; and a list of 25 such tests prepared by the author in 1923.)

List of History Tests: XIV, 8, 305. (List of 25 "new tests," drawn up in 1923. See above.)

Monroe, W. S., Written Examinations and Their Improvement: XIV, 8, 306-316. (Concludes paper appearing in XIV, 6, 211-219. Discusses methods of improving history examinations, largely through the use of new types of tests. Gives illustrations.)

Examples of History Tests: XIV, 8, 313-315. (One "True-False" Examination in History and Civil Government; one "Completion" Examination in American Government; prepared by Bureau of Educational Research, University of Illinois.)

Moyer, F. E., New Types of History Tests: XIV, 8, 323-324.

Hardy, R. E., New Types of Tests in Social Science: XIV, 8, 326-328.

Kimmel, W. C., The Use of Practice Tests in the Teaching of the Social Sciences: XIV, 9, 354-358. (Use of "new tests" in teaching English in the "Laboratory Schools of the University of Chicago.")

Pennel, O. C., Research Tests in United States History: XV, 3, 128-143. (History tests, prepared for the Department of Educational Investigation and Measurement of the School Committee of Boston, Mass., arranged for classes in United States History in grades six, seven, and eight.)

Dawson, Edgar, The History Inquiry, Report of the Director: VII: Experimenting with a Test: XV, 6, 260-268. (The account of a test given to the history classes of numerous high schools, in an attempt to gain an idea of the success and homogeneity of history teaching in same. Though no satisfactory conclusions were obtained, inferences of practical value may be drawn from the graphs and accompanying comments.)

Kepner, T., An Aspect of History Testing: XV, 9, 414-416. (Discussion of "New" Tests for "diagnosing" background information.)

Degraff, M. H., A Measure of Factual Achievement in American History: XVI, 7, 320-322.

XVII. Teacher Training and Certification

Trenholme, N. M., Training the History Teacher: The Organization of His Field of Study: I, 2, 24-25. (First of several articles on subject.)

Trenholme, N. M., Training the History Teacher: Interpretation of Subject-Matter: I, 7, 150-151.

Trenholme, N. M., Training the History Teacher: Observation Work and Practice Teaching: I, 10, 221-222.

Edwards, H. W., Preparation of the High School History Teacher: II, 1, 5-9. (What constitutes a good history teacher and the preparation which is necessary.)

Dawson, Edgar, Preparation of the High School Teacher: II, 9, 197-200. (Comparison of the amount of training required of High School teachers in Germany, and a number of American states and cities.)

Riggs, Sara M., Preparation of the History Teacher in the Grades: II, 9, 200-202. (Discussion of the proper curriculum for the Normal School history student.)

Editorial: An Accusation: III, 1, 15-16. (Urges Universities to train history teachers.)

Salmon, L. M., The Evolution of the Teacher: III, 2, 23-25. (Why the teacher should do research work and be a producer.)

Mississippi Valley Teachers: III, 2, 36. (Summary of findings of Mississippi Valley Historical Association committee, investigating state arrangements for certification of High School history teachers. Criticisms and recommendations.)

New England Association: Boston Meeting, 1911: III, 2, 38. (Program and Proceedings: "Certification of High School History Teachers.")

Pray, C. E., History in the Normal Schools: How Shall the Professional Schools Prepare Their Pupils to Teach in Accordance with the Report of the Committee of Eight: III, 3, 54-56. (Protest against too much training in methods, and too little in subject-matter.)

Middle States Association: New York City Meeting, 1912: III, 4, 88-89. (Discussion, Edgar Dawson, of proper training of history teachers.)

Snudden, D., The Certification of Teacher in the High School, with Special Reference to Certification in History: III, 5, 103-105. (Discusses the advantages of State certification of teachers by a State Board. Problems confronting such a board.)

MacDonald, W., From the Point of View of the College: III, 5, 105-106. (Prefers certification by Universities rather than by State Boards. Describes system for same at Brown University.)

Dawson, E., Standards of Certification Outside of New England: III, 5, 106-108. (Discusses certification in Germany, France, and California.)

Dynes, S. A., How Is the Teacher of Elementary History Prepared? III, 7, 154-156. (Normal School training for grade history teaching.)

Paxson, F. L., The Training of High School Teachers of History: III, 7, 158. (Preliminary report of committee of Mississippi Valley Historical Association. Suggests problems in planning the college training of the history teacher.)

Dawson, Edgar, Certification of High School Teachers of History: III, 9, 200-203. (Reviews growing interest in the subject and suggests proper college training for future teachers.)

Reports on Preparation of High School History Teachers: To the A. H. A., and the Middle States and Maryland Association, 1912: IV, 1, 22-24. (D. C. Munro and William Fairley, Chairmen, respectively.)

Report of Mississippi Valley Historical Association Committee on "The Certification of High School Teachers of History, 1913: IV, 6, 169-172. (Surveys each aspect of the field and makes recommendations. F. L. Paxson, Chairman.)

Bond, B. W., Practical Methods in Summer Sessions: V, 4, 123-125. (Preparation of "History Exhibit" for teacher training.)

Trenholme, N. M., Preparation for the High School Teacher of History: V, 6, 178-179. (Explains system used in University of Missouri.)

Moyer, F. E., Suggestions for Beginners in the Teaching of History: V, 6, 182-183.

Survey Card of Bureau of Municipal Research, New York City: V, 6, 198-199. (Intended for rating teachers, suggests elements of good teaching.)

Williams, O. H., The History Teacher as Viewed by the History Student: V, 8, 260-261. (Title descriptive.)

Report of Committee of the Mississippi Valley Historical Association on the Certification of High School Teachers of History: VI, 5, 150-152. (Suggested course in methods of teaching History.)

The Wisconsin Library Score Card on Field Work: VII, 7, 243-244. (Judging efficiency of teachers and librarians.)

M. V. H. A. Committee Report on the Relation of Normal Schools to High School Teaching, 1916: VII, 7, 244-248. (Discusses (1) standards for teacher training; and (2) whether Normal Schools which train High School teachers conform to these standards.)

Volweiler, A. T., Directions for Observation Work and Practice Teaching in History: IX, 7, 383-385. (Instructions given to students at the University of North Dakota.)

Trenholme, N. M., Training the History Teacher—A Decade of Progress, 1909-1919: X, 9, 502-504. (Advances in training in subject-matter, and in methods.)

Bogardus, F. S., The New Course of Study and the Teachers' Training Schools: XI, 2, 76-79. (Discussion of report of the "Second Committee of Eight.")

Dawson, Edgar, A Three-Legged Stool: XI, 9, 251-252. (Need for training prospective teacher of Social Studies in all these Studies. Objectionable character of "blanket certificates." Plan of the University of California.)

Pierce, Bessie L., A Survey of Methods: Courses in History: XII, 9, 315-318. (Title descriptive.)

Dawson, Edgar, Preparation of Teachers of the Social Studies for the Secondary Schools: XIII, 5, 158-170. (Responsibility divided between universities and school administrators. Lack of co-operation among departments in universities a hindrance. Blanket certificates should be discontinued. Need for better salaries.)

Lange, A. F., Teachers for Democracy: XIII, 9, 356-360. Notes California requirement that teachers take citizenship course, and rôle of universities in training for democracy.)

Prichard, W., Preparation for the Teaching of History in High Schools: XIV, 1, 23-26.

W. H. W., A School Boy's Idea of a Superior History Teacher as Portrayed in a Letter, XV, 4, 168-170.

Lonn, Ella, A Course in Methods of Teaching the Social Studies in High Schools: XV, 9, 387-391. (Outline and description of a one-hour course, offered by the author at Goucher College, designed to help prepare future teachers to cope with the problems involved in teaching the social studies.)

Cheney, Monona L., An Ideal History Teacher: XV, 9, 395-397. (Describing the methods and characteristics of a successful history teacher by a former pupil, who emphasizes especially preparedness, variety of recitation, fairness, and genuine interest, not only in the subject, but also in the pupils.)

Brokaw, A. C., The Diary of a High School Boy Reveals How One Teacher Made History Concrete: XVI, 2, 80-83. (Various ideas and devices that helped a new teacher.)

XVIII. Interests and Activities of Professional Associations

IN GENERAL

Associations of History Teachers: I, 1, 19-20. (Lists of associations noted when magazine first appeared.)

Editorial: A Year's Progress: I, 10, 224. (Notes on development of interest to history teachers.)

History Teachers' Association: List of, with addresses of the secretaries: I, 4, 88.

Editorial: Present Interests of History Teachers: III, 2, 36. (Notes evidences of increasing professional activities among history teachers.)

Editorial: What Can Be Accomplished? III, 3, 58. (Bibliographical work by History Teachers' Associations.)

History Teachers' Associations: List of, in 1912: III, 3, 62. (Lists 22 then in existence in the United States.)

Editorial: History in Teachers' Associations: III, 4, 78. (Urge history teachers to demand more attention for their subject.)

Pray, E. E., A Proposal for the Federation of History Teachers' Associations: III, 6, 125-126. (Title descriptive.)

History Teachers' Associations: Descriptions, Addresses of Secretaries, and Membership Lists: III, 6, 134-140.

List of History Teachers' Associations (American), 1916: VII, 6, 215-216. (See also 7, 250; 8, 269, etc.)

Cushing, W. H., Associations of History Teachers: IX, 9, 499-500. (Forms of history associations and their accomplishments, 1909-1919.)

Knowlton, D. C., A Decade of Committee Activity: X, 9, 498-499. (The various committees during the last decade, and accomplishments, 1909-1919.)

Appeal for Information on All Organizations of Teachers of History and the Other Social Studies: XVI, 6, 230.

List of State Associations, 1925: XVI, 8, 397-400. (Associations interested in the Social Studies.)

AMERICAN HISTORICAL ASSOCIATION

American Historical Association, 1884-1909: I, 3, 48. (Résumé of history of A. H. A., taken from Dr. Jameson's article in the American Historical Review, for October, 1909.)

American Historical Association: New York Meeting, 1909: I, 6, 139. (Proceedings.)

American Historical Association: Indianapolis Meeting, 1910: II, 4, 81. (Program. See also II, 5, 109-111.)

American Historical Association—Standing Committees and Boards for 1911: II, 6, 136.

Pacific Coast Branch, A. H. A.: Berkeley Meeting, 1911: II, 9, 214. (Proceedings.)

Editorial: Eleven Hundred History Teachers: III, 1, 14. (Urge American Historical Association to meet professional needs of teachers in grade and secondary schools.)

American Historical Association: Buffalo Meeting, 1911: III, 2, 39-40. (Proceedings at Buffalo and Ithaca. Committees. Also Proceedings of the History Teachers' Section.)

Pacific Coast Branch, A. H. A.: Stanford University Meeting, 1912: III, 6, 133. (Proceedings.)

American Historical Association: Boston Meeting, 1912: III, 10, 226-227. (Program.)

Pacific Coast Branch, A. H. A.: Berkeley Meeting, 1912: III, 10, 234. (Programs.)

American Historical Association: Boston Meeting, 1912: IV, 1, 16-18. (Proceedings and Committees.)

Report of A. H. A. Committee on "Training of High School History Teachers": IV, 1, 22-24. (D. C. Munro, Chairman.)

American Historical Association: Convention at Charleston, S. C., 1913: V, 2, 57-60. (Report of Proceedings, etc.)

American Historical Association: Program for Chicago Meeting, 1914: V, 10, 329 and 332.

American Historical Association: California Meeting, 1915: XVI, 9, 296-297. (In connection with the "Panama-Pacific Exposition.")

American Historical Association: Washington Meeting, 1915: VI, 10, 315-316. (Programs.)

American Historical Association: 1915 Meeting: VII, 2, 64-65.

American Historical Association: Cleveland Meeting, 1919: XI, 2, 69-72. (Proceedings and committees, reported by Dr. C. A. Coulomb.)

Knowlton, D. C., Report of the Secretary and Papers Read at the Conference on the Report of the Committee on History and Education for Citizenship in the Schools: XI, 2, 73-83. (Conference held at A. H. A. Meeting, 1919, at first report of "Second Committee of Eight.")

Conference on the Report of the Committee on History and Education for Citizenship in the Schools: Supplementary Papers: XI, 3, 111-115.

Thirty-fifth Annual Meeting of the American Historical Association: XII, 2, 37-39. (Proceedings and Committees.)

Report of Committee on History and Education for Citizenship ("Second Committee of Eight," 1921): XII, 3, 87-97; 4, 119-142; 5, 165-184; 6, 208-218. (Series of reports by members of committee of American Historical Association. For history of this committee see Dawson, History Inquiry, XV, 6, 249; and for criticisms of its methods by H. O. Rugg, and reply by

the Chairman, J. Schafer, see XII, 5, 184-189, and XII, 7, 247-252. Reports include: Pt. I, Schafer, J., Introductory Statement: XII, 3, 87-93. Pt. II. Johnson, H., History in the Grades: 3, 93-97. Pt. III. Morehouse, F., Syllabus for Ninth Grade Study of American Industries: 4, 119-142. Pt. IV. Knowlton, D. C., Syllabus for Modern History in the Tenth Grade: 5, 165-184. Pt. V. Morehouse, F., Syllabus for Eleventh Grade Study of American History: 6, 208-218.)

American Historical Association, St. Louis Meeting, 1921: XIII, 3, 74-77. (Reported by Dr. D. C. Knowlton, Proceedings.)

American Historical Association: Officers and Committees for 1922: XIII, 5, 180-183.

Sontag, R. J., The New Haven Meeting of the American Historical Association: XIV, 2, 45-48. (Report of 1922 convention. List of officers and committees appended.)

Goodman, N. C., Columbus Meeting of the American Historical Association, 1923: XV, 2, 63-66. (Proceedings and Committees.)

American Historical Association: Resolutions on History and the Other Social Studies in the Schools, 1924: XV, 3, 123. (In re teacher training, aims, and values, a History Inquiry, etc.)

Dawson, Edgar, The History Inquiry, Report of the Director: XV, 6, 239-271. (A survey of conditions and tendencies observable in the teaching of History and the other Social Studies in the United States, 1923-1924. Relates especially to the curriculum, and does not deal with methods. Gives historical introduction, analyses, and description, but no recommendations. Based on questionnaires and correspondence. Directed by A. H. A. committee, W. E. Linglebach, Chairman, and given financial and technical assistance by the Institute of Educational Research of Teachers' College, Columbia University.)

Dawson, Edgar, The History Inquiry, Report of the Director: XV, 6, 239-271. (A Survey of conditions and tendencies in history curricula and of history teaching in the junior and senior high schools of the United States; based on information obtained by questionnaires and extensive correspondence. It consists of an account of previous committees and reports, accompanied by graphs, on the social studies and history curricula; the results of an experimental test; and general conclusions. Directed by an A. H. A. committee, W. E. Linglebach, Chairman.)

Comments and Criticisms upon the History Inquiry: XV, 7, 314-319. (Relating to Dawson's History Inquiry. With one exception, all are favorable.)

A. H. A. Committees on Teaching of History in the Schools: Committees of "Seven" (1898); of "Eight" (1909); of "Five" (1911) and "Second Committee of Eight" (1921): XV, 6, 239-242, 249. (History and analysis of reports of these committees, given in Dawson, The History Inquiry.)

American Historical Association: Richmond Meeting, 1924: XV, 9, 421-423. (Program.)

American Historical Association: Richmond Meeting, 1924: XVI, 2, 51-55. (Proceedings and Committees, reported by R. H. Shryock.)

American Historical Association: Endowment Fund Plan: XVI, 3, 122.

MISSISSIPPI VALLEY HISTORICAL ASSOCIATION

Mississippi Valley Historical Association: Bloomington Meeting, 1912: III, 6, 133. (Program.)

Mississippi Valley Historical Association: Joint Meeting with A. H. A., Boston, 1912: IV, 1, 17. (Program.)

Mississippi Valley Historical Association: Executive Committee and Directors of Teachers' Section, 1913: IV, 4, 110.

Mississippi Valley Historical Association: Omaha Meeting, 1913: IV, 5, 140. (Program.)

Report of M. V. H. A. Committee on "The Certification of High School History Teachers," 1913: IV, 6, 169-172. (Surveys whole field of teacher-training work, and makes recommendations. F. L. Paxson, Chairman.)

A New Historical Review: V, 4, 130. (Notice of establishment of the Mississippi Valley Historical Review.)

Mississippi Valley Historical Association Committee Report on the Certification of High School Teachers of History: VI, 5, 150-152. (W. J. Chase, Chairman.)

Mississippi Valley Historical Association: 1916 Meeting: VI, 6, 213.

Mississippi Valley, History Teachers' Section, 1916 Meeting: VII, 6, 213.

M. V. H. A. Committee Report on the Relation of Normal Schools to High School Teaching, 1916: VII, 6, 244-248.

Mississippi Valley Historical Association, Program of the Sixteenth Annual Meeting, Oklahoma City, March, 1923: XIV, 5, 192-193.

NATIONAL EDUCATION ASSOCIATION

National Education Association: Boston Meeting, 1910: II, 1, 22. (Program.)

N. E. A. Committee on Social Science in Secondary Schools: Preliminary Report, 1913: IV, 5, 136.

N. E. A. Committee on the Social Studies: Preliminary Recommendation, 1913: IV, 10, 291-296. (See under topic VII.)

N. E. A. Report: Library Training in Normal Schools: VII, 2, 50-53. (Gives bibliography.)

N. E. A. Committee on the Social Studies: Report of 1916: VIII, 1, 4-25. (See VII.)

N. E. A. Committee on the Social Studies: Cleveland Meeting, February, 1920: XI, 5, 203. (Committee of N. E. A. Commission on Reorganization of Secondary Education. Proceedings. Membership list, J. L. Barnard, Acting Chairman.)

THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

National Council for the Social Studies: Account of Original Organization: XII, 4, 144.

A National Council for the Social Studies: XII, 5, 190. (Second notice of organization of the Council.)

Dawson, Edgar, An Organization to Promote the Social Studies: XII, 9, 330-331. (Appeal for support of the new Council.)

Dawson, Edgar, The National Council Again: XIII, 2, 46-49. (Notes criticisms of the Council and replies to same. Work ahead.)

National Council: Chicago Meeting, 1922: XIII, 4, 137-139. (Reported by E. U. Rugg. Proceedings and officers. "Announcement" of the organization and purpose of the newly-formed National Council is appended.)

National Council: Plans for the Social Studies and Finding List of Hopeful Undertakings, 1922: XIII, 9, 317-326. (Organization and work of the Council, relations with THE HISTORICAL OUTLOOK, work ahead. "Finding List" relates to Courses of Study, Training Teachers, Methods, and Examinations.)

Third Annual Meeting of the National Council for the Social Studies: XIV, 4, 150-152. (Report of third annual convention, Cleveland, February, 1923. List of officers and committees appended.)

Dawson, E., Announcement to the Members of the National Council for the Social Studies: XIV, 5, 190-192. (A plea for new members and a program of future activities. "Our organization has now passed the formative period"—May, 1923.)

Thompson, O., National Council for the Social Studies: XIV, 7, 286. (Report of the two sessions held in San Francisco, July 2-3, 1923.)

Dawson, E., The History Inquiry: XIV, 8, 318. (Questionnaire sent out by Director as a basis for the History Inquiry.)

Dawson, E., The Progress of the National Council for the Social Studies: XIV, 9, 343-346. (Gives the amended constitution; relationship with HISTORICAL OUTLOOK, etc.)

Goodman, N. C., Columbus Meeting of the American Historical Association, 1923: XV, 2, 63-66. (Joint Conference with the National Council for the Social Studies.)

National Council for the Social Studies: Chicago Meeting, 1924: XV, 2, 96-97. (Program.)

National Council for Social Studies: Chicago Meeting, 1924: XV, 4, 170-171. (Secretary reports over 1,000 members and satisfactory financial condition. Proceedings.)

Dawson, Edgar, Letter from the Secretary of the National Council for the Social Studies, 1924: XV, 9, 381-386. (A report containing (1) announcements of coming events, (2) statements on publications, (3) on the progress of the organization and growth of the National Council, (4) on THE HISTORICAL OUTLOOK, (5) on a constructive piece of work in Missouri of the committees on the revision of high school curricula, (6) on the need for Social Ethics, (7) on a movement for a fraternity of those interested in the social studies—"Alpha Pi Zeta," (8) on the question of leadership by the directors of the National Council; concluding with a summary from a letter of one of the directors, of the need for and the activities of the National Council for the Social Studies.)

National Council: Richmond Meeting, 1924: XVI, 2, 52. (Joint Meeting with American Historical Association, reported by R. H. Shryock. Program on "The Outlook for History in the Schools.")

National Council: Cincinnati Meeting, 1925: XVI, 2, 75. (Program.)

National Council: Cincinnati Meeting, 1925: XVI, 4, 143-144. (Proceedings and summarized statement of "Standards for the Teaching of the Social Studies in High Schools," prepared by Miss Frances Morehouse. Special committees planned.)

National Council: Indianapolis Meeting, 1925: XVI, 5, 230. (Program.)

National Council: Report of the Secretary for 1925: XVI, 8, 395-401. (Report by Prof. Dawson, giving history of the Council, its present organization, "Items for a Possible Platform," and a list of State Associations interested in the Social Studies.)

THE HISTORY TEACHER'S MAGAZINE AND THE HISTORICAL OUTLOOK

History Teacher's Magazine: Announcements for 1909-1910: I, 1, 1. (Cover page of first issue gives purpose and nature of the magazine. See also letter from A. C. McLaughlin, p. 4, on The Field of the Magazine.)

McKinley, A. E., The Future of the Magazine: III, 1, 3. (Discusses financial failure of magazine and urges greater support.)

Publisher's Notice: Discontinuance of Publication of History Teacher's Magazine, September, 1911: III, 1, 14. ("Present management" will not continue because of financial failure.)

Editorial Statement: Future of the History Teacher's Magazine: III, 2, 36. (Action of American Historical Association in assuring continued publication, December, 1911, by offering both financial and editorial support.)

History Teacher's Magazine: Topics for Discussion in: III, 7, 150-151. (Lists 34 possible topics.)

Dr. Friedrich and Dr. Rühlmann: Offener Brief: An den Herausgeber von, The History Teacher's Magazine: VI, 3, 74-75. (Protest by the editors of Vergangenheit u. Gegenwart against what they claim is the anti-German attitude of the History Teacher's Magazine, March, 1915.)

HISTORICAL OUTLOOK: Announces "Department of Social Studies": XI, 2, 84. (In co-operation with the National Committee for Teaching Citizenship.)

NEW ENGLAND HISTORY TEACHERS' ASSOCIATION

New England Association: Boston Meeting, 1910: I, 9, 210-211. (Proceedings.)

New England Association: Portsmouth Meeting, 1910: I, 7, 153. (Program and committees.)

New England Association: Collection of "Aids to Visualization of History": II, 4, 82.

New England Association: Boston Meeting, 1910: II, 4, 94. (Proceedings.)

Descriptive Catalogue of the Collection of the New England History Teachers' Association: II, 8, 185-188, and 9, 205-212. (Chiefly for maps and illustrative materials—a large collection.)

New England Association: Joint Meeting with Dartmouth College Conference on History, 1911: II, 10, 226-229. (Proceedings; papers on Notebooks, London Topography, and College Entrance Requirements.)

Moses, M. L., Historical Pictures as Source Material: III, 1, 16-17. (Report of the New England History Teachers' Association's work in collecting historical pictures.)

New England Association: Boston Meeting, 1911: III, 2, 38. (Program: "Certification of High School History Teachers.")

New England Association: Springfield Meeting, 1912: III, 6, 133-134. (Proceedings.)

New England Association: Collection of Historical Material: III, 7, 149, 160. (Describes collection of maps and illustrative materials.)

New England Association: Boston Meeting, October, 1913: IV, 9, 268-269. (Proceedings.)

New England History Teachers' Association: List of Members, November 1, 1913: V, 1, 33-34.

New England Association: Boston Meeting, 1914: V, 6, 186-187. (Proceedings.)

New England Association: Boston Meeting, 1914: V, 9, 301.

New England Association: Worcester Meeting, 1915: VI, 7, 224. (Program.)

New England Association: Boston Meeting, 1915: VI, 9, 296. (Program.)

New England Association: 1916 Meeting: VII, 6, 214.

New England Association: Springfield Meeting, 1920: XI, 5, 202. (Program.)

ASSOCIATION OF THE MIDDLE STATES AND MARYLAND

Middle States Association: New York Meeting, 1910: I, 8, 186-187. (Proceedings.)

Association of History Teachers of the Middle States and Maryland: Trenton Meeting, 1912: III, 3, 63. (Proceedings.)

Middle States Association: New York City Meeting, 1912: III, 4, 88-89. (Proceedings. Chief topics: Certification of history teachers; and teaching High School economics.)

Report of Committee on Preparation of High School History Teachers: IV, 1, 23-24. (William Fairley, Chairman.)

Middle States Association: Philadelphia Meeting, 1912: IV, 1, 30. (Program.)

Middle States Association, Committee on Teaching Economics: Joint Meeting with N. E. A. Committee on the Same Subject, Philadelphia, 1913: IV, 4, 109.

Report of Committee of Middle States Association, on "Teaching Economics in High Schools": IV, 5, 137. (H. R. Burch, Chairman.)

Middle States Association: Syracuse Meeting, 1913: IV, 6, 176. (Program.)

Middle States Association, Convention at Albany, November, 1913: V, 1, 27. (Includes resolutions on teaching of Civics.)

Middle States Association: Princeton Meeting, 1914: V, 6, 187. (Proceedings.)

Middle States Association: Baltimore Meeting, 1915: VI, 4, 128. (Program.)

Middle States Association: New York Conference: New York City Meeting, 1915: VI, 5, 157-158. (Proceedings.)

Middle States Association: Baltimore Meeting, 1915: VI, 6, 194. (Proceedings.)

Middle States Association: Philadelphia Meeting, 1916: VII, 1, 28. (Proceedings.)

Middle States Association: New York Meeting, 1916: VII, 3, 104. (Proceedings.)

Middle States Association: 1916 Meeting: VII, 6, 213.

Middle States and Maryland: Easton Meeting, 1920: XI, 6, 236. (Program.)

Announcement of Middle States Association: XIV, 5, 190. (Program for the meeting in May, 1923, at Columbia University.)
 The Annual Meeting of the Middle States Association at New York (1923): XIV, 6, 231-234. (Report of the Meeting; Resolutions upon Textbook Criticism; Notes on the Discussion of Standard Tests in History; Constitution of the Western Pennsylvania Council for the Social Studies.)
 Middle States Conference on History Tests: XIV, 8, 323-328. (New York meeting, May, 1923. Papers on "New Types of History Tests"; "Evaluating the Aims and Outcomes of History"; "New Types of Tests in Social Science.")
 Middle States and Maryland Association: Washington Meeting, 1924: XVI, 2, 75. (Proceedings.)
 Middle States and Maryland: Philadelphia and Bryn Mawr Meeting, 1925: XVI, 5, 230. (Program.)

FOREIGN ACTIVITIES AND ASSOCIATIONS

English Historical Association: I, 5, 113. (Organization and publications.)
 Hallowell, H. A., The English Historical Association: II, 5, 114-115. (The English Historical Association and some of its accomplishments.)
 English Historical Association: Manchester Meeting, 1911: III, 3, 62-63. (Proceedings.)
 Scottish Historical Association: Formation of, 1912: III, 7, 157.
 International Historical Congress: London Meeting, 1913: IV, 3, 82-83. (Topics in program.)
 English Historical Association: London Meeting, 1913: IV, 5, 138-139. (Proceedings.)
 German Association of History Teachers: Meeting at Marburg, 1913: V, 3, 73. (Notes taken from "Vergangenheit u. Gegenwart" on newly organized association.)
 English Historical Association: Council Meeting, 1914: V, 3, 92.
 English Historical Association: Bristol Meeting, 1914: V, 6, 185.
 Anglo-American Conference of Professors of History, July, 1921: XII, 3, 98. (Announcement.)
 Leland, W. G., The Anglo-American Historical Conference: XIV, 7, 280-281. (A Report of the sessions of the Conference held in London, July 6-7, 1923.)

HISTORY COURSES IN THE SUMMER SCHOOLS

History in the Summer Schools, 1910: I, 8, 172-175.
 History in the Summer Schools, 1910: I, 9, 195-198.
 History in the Summer Schools, 1911: II, 9, 203-205.
 History in the Summer Schools: Courses to be Given in the Subject, 1912: III, 5, 109-111.
 History in the Summer Schools, 1913: IV, 5, 127-130.
 History in the Summer Schools: Offerings in 1914: V, 5, 156-158.
 History in the Summer Schools, 1915: VI, 5, 147-150.
 History in the Summer Schools, 1920: XI, 6, 242-244.

MISCELLANEOUS PROFESSIONAL ACTIVITIES

National Education Association: Recommends Modification of Report of Committee of Seven: I, 4, 89-90.
 The Hudson Fulton Celebration: I, 3, 55.
 May First Club of San Francisco: September, 1912, Meeting: III, 8, 184. (Business men discuss value of history.)
 History in Carnegie Institution, 1913: IV, 4, 110-111. (Activities of the Department of Historical Research.)
 American Society of International Law: Washington Meeting, 1914: V, 6, 188. (Proceedings.)
 American Jewish Historical Association: Philadelphia Meeting, 1914: V, 3, 91.
 McIntyre, M. C., Gary Conference on History Teaching in the Secondary Schools, 1915: VI, 5, 152-154.
 Stratford-Upon-Avon Conference of History Teachers, 1915: VI, 5, 156-157. (Program.)
 Conference of History Teachers, Peabody College for Teachers, Tenn.: Nashville Meeting, 1915: VI, 7, 224-225. (Proceedings.)

Carnegie Institution, Department of Historical Research: Tenth Annual Report: VII, 4, 139.
 Chicago Conference of Academies and High Schools, 1916: VII, 6, 212.
 University of Pennsylvania: "Schoolmen's Week" History Conference: VII, 6, 212.
 National Committee for Teaching Citizenship: Announcement of a "Department of Social Studies": in THE HISTORICAL OUTLOOK: XI, 2, 84. (Statement by T. M. Balliet. On this Committee see also statement on pp. 88 and 89, same issue.)
 The Pilgrim Tercentenary: XI, 8, 321-323. (Program and its purposes.)
 University of Pennsylvania, "Schoolmen's Week": Conference on History in the Junior and Senior High Schools, 1922: XIII, 7, 246-249. (Papers read.)
 Joint Conference of Section L, the American Association for the Advancement of Science, and a Group from the American Historical Association: XIV, 4, 152-153. (Summary of papers on the history of science, and the present problem of "humanizing knowledge," given at Cambridge meeting, December, 1922.)
 American Political Science Association: Committee Report, 1924, on: Legislation Relating to Teaching the Constitution: XVI, 5, 207-211. (Reviews compulsory state legislation already existing, and efforts of American Legion, National Security League, etc., to secure further laws. Recommends that the A. P. S. A. also support this movement, and submits a "model act." This report was not adopted by the Association, some members objecting to the involved principle of compulsory curricula.)
 Sons of American Revolution: (Western Reserve Society) on Education: XVI, 5, 221. (Resolutions adopted, 1924.)
 Association of German Historians: Frankfort-on-Main Meeting, 1924: Resolutions on "War Guilt": XVI, 5, 230. (Demand scientific investigation of all archives.)

XIX. Content Articles on European and World History

ANCIENT, CLASSICAL, AND MEDIEVAL HISTORY

Monroe, P., The Tower of Knowledge: I, 9, 202. (Medieval symbol for progress of learning.)
 Myers, Wm. S., Roman Survivals in Modern Life: An Illustration of the Unity of History: III, 8, 169-173, 183. (Title descriptive.)
 Westermann, W. L., The Sources of Greek History: IV, 9, 249-255. (Results of recent research in this field—new vistas of Greek history.)
 Bassett, S. E., The Early Aegean Civilization: V, 2, 47-53. (Title descriptive. Gives bibliography.)
 Sill, H. A., Two Periods of Greek Expansion: V, 4, 105-116. (Critical discussion.)
 Botsford, G. W., Early Rome and Italy: V, 8, 239-244. (Title descriptive.)
 Numbers in History: V, 8, 248-250. (Report of lecture made by Hans Delbrück in 1913, on the overestimation of the numbers engaged in armies and battles of historic fame.)
 Westermann, W. L., Greek Civilization in the Roman Empire: V, 9, 271-276. (Title descriptive.)
 Frank, Tenney, Expansion of Roman Power to the End of the Republic: V, 10, 323-328. (Title descriptive.)
 Ferguson, W. S., The Founding of the Principate and its Development into a Monarchy: VI, 1, 3-12. (Augustus' relations with the Principate; his policies, and maxims of statecraft; the theory of the Principate; and the evolution of bureaucracy in the government.)
 Thompson, J. W., Value, Content, and Method in Medieval History: VI, 1, 20-23. (Deplores underestimation of medieval civilization and notes its chief phases and tendencies.)
 Allen, G. H., The Military Organization of the Roman Empire: VI, 2, 53-58. (Title descriptive.)
 Westermann, W. L., The Municipal System of the Roman State: VI, 4, 103-110. (Title descriptive.)
 Olmstead, A. T., A Visit to Babylon: VIII, 3, 79-81.

Breasted, J. H., *Ancient Egypt and the Modern World*: VIII, 7, 214-215. (The development of modern civilization traced back to the civilization of Egypt.)

Larson, L. M., *England Before the Norman Conquest*: VIII, 7, 215-217.

McIlwain, C. H., *Medieval England*: VIII, 8, 257-258.

Ferguson, W. S., *The Crisis of Hellenism*: VIII, 9, 290-291.

Botsford, G. W., *Ancient Democracy and the Laboring Class*: VIII, 10, 349-350. (The laboring classes were treated with greater benevolence during the period of Greek Democracy than in succeeding ages down to the present.)

Abbott, F. F., *Some Reflections on Classical History and Its Trend in America*: X, 3, 121-126. (The range of classical studies as outlined by Wolf and exemplified by Niebuhr. The objections urged against the association of ancient history and classical philology. Relations of the civilizations of Greece and Rome with that of other peoples and its value in reconstructing civilization out of the chaos of today.)

Jaquish, B. M., *Evolution of our Present Calendar and a Perpetual One Derived from It*: XI, 3, 100-102.

Du Dezert, D., *Along the Highways of French History*: XI, 7, 265-271. (Relates in part to Ancient Gaul, especially to Druidism.)

Kolbrook, A. L., *The Cult of the Dead in Ancient Egypt*: XI, 8, 307-309.

Hardy, C. M., *The Position of the Greek Slave in Ancient Attica*: XII, 3, 81-84.

ENGLAND AND THE BRITISH EMPIRE

Haynes, J., *The Year 1909 in History*: I, 6, 131. (Discusses the new "Union of South Africa.")

Haynes, John, *The Year 1909 in History—Lloyd George's Proposed British Budget*: I, 8, 177.

Haynes, J., *Recent History: The Situation in Great Britain, 1910*: I, 9, 202-203.

Lucey, M. H., *Causes of Dispute between the Stuart Kings and Parliament*: II, 6, 131-132.

Andrews, C. M., *The Value of London Topography for American History*: III, 5, 99-102. ("Topography" in a broad sense meaning the "administrative organization in all its aspects.")

Development of the Castle in England and Wales: III, 9, 191-200. (Title descriptive. Reprinted by permission of the English Historical Association.)

Lucas, Sir C. P., A. B. C. of West Indian History: IV, 7, 184-187. (An interpretation of West Indian history, especially the British phases.)

Seymour, C., *Recent Aspects of British Electoral Reform*: VI, 3, 70-73.

Tyler, M. W., *Last Twelve Years of British Diplomacy*: VI, 6, 180-181.

Larson, L. N., *England Before the Norman Conquest*: VIII, 7, 215-217.

McIlwain, C. H., *Medieval England*: VIII, 8, 257-258.

Cross, A. L., *Suggested Points for Emphasis in the Tudor Period, 1485-1486*: VIII, 9, 291-292.

Greene, E. B., *The American Revolution and the British Empire*: VIII, 9, 292-294. (Old animosities and their eradication.)

Notestein, Wallace, *The Interest of Seventeenth Century England for Students of American Institutions*: VIII, 10, 350-351.

Cross, A. L., *Documents Relating Mainly to the Future of the British Empire or Commonwealth of Nations*: IX, 7, 401-411. (Steps by which the self-governing British colonies have come in closer touch with the mother country.)

Read, Conyers, *The Evolution of Democracy in England*: IX, 8, 428-431. (England the parent and one of the greatest of all modern democracies. Her institutions medieval, though democratic principles prevail. Slow development of these principles.)

Wrong, G. M., *Relations During the Last Hundred Years between the United States and Canada*: X, 1, 5-8.

Scott, A. P., *British Colonial Policy*: X, 1, 14-17. (The three periods of British colonial development.)

Sauer, C. O., *The Rôle of Niagara Falls in History*: X, 2, 57-65. (Title descriptive.)

Kimball, E., *The Government of England*: X, 2, 68-71. (Characteristics of English constitution. Powers of the Crown, Parliament, and the Cabinet, and their relations to each other.)

Crawford, C. C., *India Today*: X, 3, 117-120. (The government of India today. The benefits derived from British rule. Changes proposed in the government.)

Zook, G. F., *The British Empire and What it Stands For*: X, 3, 127-131. (Great Britain's part during the World War. Her rôle as mother of her colonies and their attitude toward her.)

Levermore, C. H., *Anglo-American Diplomatic Relations During the Last Half Century*: X, 8, 436-446. (Title descriptive.)

Wittke, Carl, *Canada, Our Neglected Neighbor*: X, 9, 485-488. (England's policy in regards to Canada. Relations between Canada and United States in the past. The future of Canada and Canadian history in the United States.)

Buffington, A. H., *British and French Imperialism in North America*: X, 9, 489-496.

Ware, E. E., *A Potential Solution for the Irish Question*: XI, 6, 217-220. (A "Dominion League" solution.)

Ware, E. E., *Revolution and Imperial Federation*: XI, 7, 256-259. (Discussion of British interest in provincial legislatures and an imperial parliament for the Empire.)

Gillespie, J. E., *Overseas Lands and the Development of English Natural Science*: XI, 8, 304-307. (Influence of biological observations overseas upon British scientific thought, culminating in the work of Darwin and Wallace.)

Brown, A. V., *Ghandi and His Policy*: XIII, 4, 123-125.

Zook, G. F., *Economic Relations of England and Ireland*: XIII, 7, 235-246. (Historical survey of economic restrictions laid upon Ireland.)

Sears, L. M. (Ed.), *The London Times' Correspondent in 1861: Unpublished Letters of W. H. Russell*: XVI, 6, 251-257. (Relates in part to British opinion of the American Civil War.)

FRANCE

American Ambassador's Letters from Paris, 1870-1871: V, 8, 251.

Gosling, T. W., *The Debt of America to France*: X, 7, 377-381.

Buffington, A. H., *British and French Imperialism in North America*: X, 9, 489-496.

Bourne, H. E., *Price Fixing in Revolutionary France*: XI, 1, 21-43. (Source material on same.)

Bourne, H. E., *Personality of Robespierre*: XI, 5, 177-189. (Collection of sources.)

Du Dezert, D., *Along the Highways of French History*: XI, 7, 265-271. (Enthusiastic sketches and interpretations of French History.)

Du Dezert, D., *Along the Highways of French History: Part Two*: XI, 8, 299-304. (Impressions of French History from 1870 to 1914, ascribing the guilt for the wars of these two years to Germany. France fought in 1914 "for the liberty of mankind.")

Fay, Bernard, *On the Intellectual Situation in France, September, 1920*: XI, 9, 331-333. (The War leaves a skeptical realism dominant in France. New individualism and originality in art.)

GERMANY AND AUSTRIA

Rein, Adolf, *Who Rules Germany?* IV, 10, 280-284. (Classes, political parties, and government in the Germany of 1913.)

American Ambassador's Letters from Paris, 1870-1871: V, 8, 251.

Schmitt, Bernadotte E., Annexationist Germany: IX, 5, 252-254. (Quotations from German individuals and societies, indicating a desire for great territorial expansion after the World War.)

Thompson, J. W., The Deeper Roots of Pan-Germanism: IX, 7, 360-367. (The beginnings of German imperialism in the Middle Ages. Their warlike prowess and their unpopularity among the nations. Program for German domination in Middle Europe, in the Balkans, and around the Baltic; a dream of the Middle Ages to modern times.)

Chamberlin, W. A., Germany's Grip on Public Opinion: IX, 8, 433-437. (Prussian grip on all the makers of public opinion in the country—the schools, the church, the army, the press, the theater, politics, etc.)

Larson, L. M., The Socialistic Upheaval in Europe: X, 1, 18-20. (Chaotic condition in politics of Central and Eastern Europe. Bolshevik beliefs and results if they were accepted.)

Larson, L. M., When the War Machine Broke Down: X, 3, 115-117. (The political situation in Berlin during the weeks just preceding the armistice.)

Larson, L. M., The New Germany: X, 4, 175-177. (The Weimar Assembly.)

Park, C. W., Foreign Opinion of Germany before 1914: X, 4, 178-181. (Professor Steinhausen's review of the historical development of foreign opinion concerning Germany. He stresses the fact that there is probably no people so little loved as they.)

Curtis, E. N., The Background of Germany's Hold on Russia: X, 5, 246-253. (Title descriptive.)

Clark, V. S., The German Press and the War: X, 8, 425-428. (What the German papers revealed.)

McGrane, R. C., The American Position on the Revolution of 1848 in Germany: XI, 9, 333-339. (Title descriptive.)

Eckhardt, C. C., An Interpretation of German History: XVI, 3, 97-103. (Sympathetic sketch of the history of the German nation, leading to a consideration of its "present outlook," 1925.)

Johnson, E. N., The Birth of the European System of Alliances: XVI, 4, 152-156. (Negotiation in 1879 of the German-Austrian alliance. Account based chiefly on "Die Grosse Politik," III.)

RUSSIA

Haynes, J., Recent History: Portugal and Russia: II, 10, 222-223. (Events from c. 1908 to 1911.)

Kerner, R. J., The Historic Rôle of the Slavs: VIII, 9, 294-295.

Larson, L. M., The Socialistic Upheaval in Europe: X, 1, 18-20. (Bolshevik principles and their results.)

Curtis, E. N., The Background of Germany's Hold on Russia: X, 5, 246-253.

Martin, T. P., Experiences of a Y. M. C. A. Secretary in Russia, 1917-1918: XI, 5, 169-173.

Eckhardt, C. C., Russia—Cheering and Disheartening: XII, 3, 74-78. (Critical discussion of the Bolshevik régime; rather favorable. For reply to, see XII, 5, 157.)

Davis, W. S., Communication: Opinion of Soviet Russia: XII, 5, 157. (Reply to Eckhardt, Russia—Cheering and Disheartening: XII, 3, 74-78.)

Kerner, R. J., The Importance of Eastern European History: XV, 8, 343-347. (An article dealing with the field of eastern European History as fertile for historical study, bringing out particularly the part played by the Russian Revolutions, the relations of the new Russia to other peoples, and America's interest in Russian affairs.)

Robinson, G. T., Prospecting in the Field of Russian History: XV, 8, 347-356. (Incidental comments on Russian history. A bibliography of the History of Modern Russia follows.)

ITALY

Jones, P. V. B., Italy Since the Great War: XV, 7, 290-298. 7, 368-373. (Title descriptive.)

Richards, Gertrude B., The Dante Festa at Florence: XII, 8, 277-279.

Sontag, R. J., Italy and Albanian Independence: XII, 9, 305-310. (Who shall control the Adriatic?)

Jones, V. B., Italy Since the Great War: XV, 7, 290-298. (Discusses recent conditions in Italy, including the demands of the Imperialists, of industrial and agricultural workers, soon superseded by the bold stroke of Mussolini, whose character, policy, and government are discussed rather fully.)

OTHER EUROPEAN NATIONS

Haynes, J., The Year 1909 in History: I, 7, 151. (The Balkans.)

Haynes, J., Recent History: Portugal and Russia: II, 10, 222-223. (Events from c. 1908 to 1911.)

Larson, L. M., The European Neutrals, and the Peace Conference: X, 2, 71-74. (Losses of the neutrals in the War and their interest in the Conference.)

Larson, L. M., The Revolution in Hungary: X, 5, 239-242.

Gale, A. M., Serbia's Work in the Great War: X, 8, 432-

435.

Sontag, R. J., Italy and Albanian Independence: XII, 9, 305-310. (Who shall control the Adriatic?)

Textor, L. E., Belgrade and Sofia in the Spring of 1923: XV, 2, 66-69. (After-war impressions.)

MODERN EUROPE IN GENERAL

Cannon, H. L., The New Age: III, 2, 28-30. (Optimistic opinion of trend towards good will between nations.)

Numbers in History: V, 8, 248-250. (Report of lecture made by Hans Delbrück in 1913, on the overestimation of the numbers engaged in armies and battles of historic fame.)

Robertson, W. S., The Holy Alliance; Its Origins and Influence: VIII, 10, 337-341.

Jaquish, B. M., Evolution of Our Present Calendar and a Perpetual One Derived from It: XI, 3, 100-102.

Richards, G. B., Passing of a Pope and the Making of a New One: XIII, 4, 113-118. (Enthusiastic account, in form of journal of observer in Rome.)

Cutler, F. M., The History of Military Conscription with Especial References to the United States: XIV, 5, 170-175. (Contains some references to European history.)

Wilkins, E. H., An Hour in the Renaissance: XIV, 6, 203-205. (What was happening in Europe at 2.30 P. M., March 16, 1523.)

Hayes, C. J. H., Nationalism and the Social Studies: XIV, 7, 247-250. (Discussion of the development of nationalism among European peoples, and its sinister influence.)

Gillespie, J. E., National Industrial Development through International Forces: XV, 5, 200-203. (Influence of different national centers upon European industrial history.)

Barnes, W. C., The History of Europe, 1871-1914: XVI, 3, 104-105. (Criticism of the traditional histories of this period, with suggestions of important topics usually ignored.)

Johnson, E. N., The Birth of the European System of Alliances: XVI, 4, 152-156. (Negotiation in 1879 of the German-Austrian alliance. Account based chiefly upon "Die Grosse Politik," III, 1871-1914.)

THE WORLD WAR

Cannon, H. L., The New Age: III, 2, 28-30. (Expresses optimistic opinion, on eve of World War, of general trend towards good will and understanding between nations.)

Rein, Adolf, Who Rules Germany? IV, 10, 280-284. (Classes, political parties, and government, in the Germany of 1913.)

Editorial: The European War and History Teachers: V, 7, 221-222 and 229. (Discussion of the background of the War.)

Usher, R. G., The War and the Future of Civilization: VI, 1, 13-14.

Dr. Friedrich and Dr. Rühlmann, Offener Brief: An den Herausgeber von "The History Teacher's Magazine": VI, 3, 74-75. (Protest by the editors of *Vergangenheit u. Gegenwart*, March, 1915, against what they claim is anti-German attitude of the History Teacher's Magazine. Gives German view of causes and issues of the War. For reply to this, by Prof. Clarence Perkins, see VI, 4, 121-122.)

Nye, B. H., A Canadian Port in War Time: VII, 6, 189-190. (Halifax.)

Anderson, F. M., The World War and the Historians: VII, 10, 327-331. (Effect of War upon historical writing.)

Eckhardt, C. C., War and Peace in the Light of History: VIII, 2, 43-46.

Official View of the Objects of the League: Historical Light on the League to Enforce Peace: VIII, 5, 150-158.

Bobbie's Father: Bobbie and the War: VIII, 6, 177-182. (The questions a child would ask about the war and his father's explanations.)

McLaughlin, A. C., The Great War: From Spectator to Participant: VIII, 6, 183-187. (America entered the war to protect humanity from the evils of German Imperialism.)

Violette, E. M., A Renaissance in Military History: VIII, 8, 261-263. (Influence of the World War interest.)

Randall, J. C., Democracy and War: VIII, 10, 329-336. (Public opinion may be said to rule in every country. The differences of opinion cause the differences in ideas of democracy, rights of war, the position of nations.)

Becker, Carl, The Monroe Doctrine and the War: IX, 2, 87-90. (Foreign relations during the early years of the United States. Events leading up to the passage of the Monroe Doctrine. Its relation to conditions in 1918.)

Harding, Samuel B., Topical Outline of the War: IX, 1, 30-62. (Causes of the War. Historical Background. Course of War, 1914-1917. Proposals for Peace.)

Gauss, Christian, Some War Curiosities and the Clandestine Press in Belgium: IX, 2, 101-112. (Efforts in Belgium to continue the publication of newspapers, books, etc., during the World War. Germany's retaliation. Illustrations.)

A South African General's Speeches in War Times: Review of War-Time Speeches by Lieutenant-General J. C. Smuts: IX, 3, 146-147. (Review of and quotations from speeches on British federation, world federation, and the United States.)

Eckhardt, Carl Conrad, The Bases of Permanent Peace: IX, 3, 124-128. (To insure peace in the future should draw up some form of international government. The League to Enforce Peace, organized 1915, is the American plan.)

Lingelbach, William E., European Geography and the War: IX, 4, 218-231. (The influence of geography on the various fronts of the World War. Review of Prof. Johnston's book, "Topography and Strategy in the War." Maps and graphs.)

Harding, Samuel B., Some Geographical Aspects of the War: IX, 4, 217. (Influence of geography on the World War. List of maps and atlases given.)

Buck, Solon J., Historical Preparedness: IX, 5, 249-251. (Urges the local library to preserve for future use all kinds of material relating to the participation of the community in the World War.)

Cleveland, Frederick A., The War—Its Practical Lessons to Democracy: IX, 5, 239-244. (The steps necessary to be taken by the democratic governments of the Allies in order to successfully combat autocratic Prussia. Difficulties and inconsistencies of the democratic form of government.)

Schmitt, Bernadotte E., Annexationist Germany: IX, 5, 252-254. (Quotations from many German individuals and German societies, showing their ambitions for increased power and their attitude toward annexation of vast areas after the World War.)

Government Policies Involving the Schools in War Time: IX, 5, 268-270. (Statement issued by the Bureau of Education of the United States Department of the Interior, April 5, 1918. Points out the need of schools continuing work on a pre-war basis. Advises students to avail themselves of all educational opportunities possible. Some suggestions for war work by pupils.)

Lingelbach, W. E., The Russian Revolution and the War: IX, 6, 304-312. (Title descriptive.)

Education in Germany: IX, 6, 344-345. (Portion of an address published in the *Vossische Zeitung*, January, 1918, upon the effects of the war upon the spiritual life of the young people of Germany. Scholastic standards lowered. Increase in crime.)

Read, Conyers, England at War: IX, 6, 313-317. (Importance of the English fleet. Work of her armies. Funds for war purposes. Government control of industry. Critical bibliography.)

Lingelbach, William E., The Russian Revolution and the War: IX, 6, 304-312. (Russia's part in the World War and causes for withdrawal. Revolution in Petrograd, March, 1917. Various provisional governments. Geographic and economic isolation of Russia. Causes for and development of Bolshevism.)

Jones, Paul V. B., Italy and the Great War: IX, 6, 319-325. (History of the deep-rooted hostility between Italy and Austria in spite of their alliance officially. Causes for Italian neutrality in 1914 and her declaration of war in 1915 on the side of the Entente.)

Leland, Waldo G., Documents Relating to France and Certain War Issues: IX, 6, 327-333. (1) Protests of the inhabitants of Alsace-Lorraine against the seizure of their provinces by Germany in 1871. (2) War aims of France in 1917 respecting Alsace-Lorraine. (3) German war aims with regard to France.

Smith, Theodore Clarke, The Duty of the History Teacher in Forming Public Opinion During the War: IX, 7, 379-380. (Need of preaching steadiness, sobriety, and calmness to counteract the sensational news of the press. One must have knowledge of the German history and ideals to understand them.)

Cross, Arthur Lyon, Documents Relating Mainly to the Future of the British Empire or Commonwealth of Nations: IX, 7, 401-411. (Steps by which the self-governing British colonies have come in closer touch with the mother country. Speeches by Lloyd George, the Canadian Premier, General Smuts, etc., dealing with the World War and the British Commonwealth.)

Larson, Laurence M., The Changing Fortunes of the Great War: IX, 7, 375-377. (Evidences that the Teutonic powers were weakening during the summer of 1918. Lengthening of the British battle line. The activity of the Czecho-Slovak prisoners of war in Siberia. The possibility of the recognition of these peoples as an independent state at the conclusion of the war.)

Larson, Laurence M., Further Evidence in the Case Against Germany: IX, 8, 420-423. (References to source materials regarding the time preceding and the early part of the World War.)

Guilday, Peter, American Catholics and the War: IX, 8, 431-432. (Work of the National Catholic War Council and its various committees. Close co-operation between the Knights of Columbus, the Y. M. C. A., and the Y. M. H. A.)

Bogart, Ernest L., Effect of the War on the Supply of Labor and Capital: IX, 8, 425-427. (Predicted effect on the labor situation and on immigration to the United States. Destruction of capital and the failure to replace and repair. Estimated needs of the various countries after the war.)

Larson, Laurence M., Nationalism in the Coming Peace Conference: IX, 9, 475-477. (Principle of nationality will be followed wherever possible, but geography, natural frontiers, and economic conditions will also be considered. Vast problems involved.)

League of Nations, The: IX, 9, 516-519. (Published in the London Spectator, October, 1918. Treaties must be sacred, but revocable. Draft of proposals modelled on the American Articles of Confederation.)

Van Metre, T. W., The Railroads of the United States and the War: IX, 9, 478-480. (Difficulties of transportation and freight movement which led up to the government control of railroads, December, 1917. Their operation under Wm. G. McAdoo.)

War Issues Course, The: IX, 8, 438.

Mead, George H., The Repulsiveness of the German State: IX, 8, 417-419. (Anxiety in Germany as to the esteem in which she will be held after the war. Growth of the feeling of repulsiveness toward her. German conception of the use of force in international intercourse.)

McLaughlin, Andrew C., Impressions of Britain in War Time: IX, 9, 473-475. (The calm determination of the British people is apparent in the whole-hearted, efficient carrying on of their many war activities.)

Olmstead, A. T., The New Birth of Islam: IX, 9, 480-482. (Arabic history and its relation to the Turks. The part of the Arabs in the World War and the recognition by the Entente of the Hejaz.)

Larson, L. M., The European Neutrals and the Peace Conference: X, 2, 71-74. (Losses of the neutral countries during the war and their interests in the Peace Conference.)

Litman, S., The Effects of the War on Foreign Trade: X, 2, 74-76. (Effects of the War on Foreign Trade of the world. Germany and the United States the most profoundly affected as the result of the war.)

Larson, L. M., When the War Machine Broke Down: X, 3, 115-117. (The political situation in Berlin several weeks before the close of hostilities. The downfall of Germany attributed to the shortcomings of General Ludendorff.)

Horton, D., The Drama of the Powers: The Nations of Europe in Dialogue from June to September, 1914: X, 3, 132-137. (A dialogue which claims to give in a sentence the gist of every officially published utterance of the Foreign Departments of the various governments, from June to September, 1914.)

Plum, H. G., United States and the World War: X, 4, 198-200. (Effort of United States to maintain her neutrality, her entrance into the war, and some problems at war; each divided into sub-topics, and with references.)

Treat, P. J., Japan and the Great War: X, 5, 233-237.

Randall, J. G., War Tasks and Accomplishments of the Shipping Board: X, 6, 305-310. (Title descriptive.)

Bogart, E. L., The Money Cost of the War: X, 6, 310-311.

Newhall, R. A., With the First Division: Winter, 1917-1918: X, 7, 357-362. (Sketch of the First Division's first winter in France.)

Jones, P. V. B., Italy's Achievement in the Great War: X, 7, 368-373. (Title descriptive.)

Clark, J. B., Some Effects of the War on the Teaching of History and Civics: X, 7, 389.

Clark, V. S., The German Press and the War: X, 8, 425-428. (The German newspapers and what they revealed during the war.)

Gale, A. M., Serbia's Work in the Great War: X, 8, 432-435.

Packard, L. B., Over There in Siberia: X, 9, 481-485. (The American Expeditionary Forces in Vladivostok in August and September, 1918. Purpose and work of the forces.)

Bingham, Col. H., How American Aviators Were Trained: XI, 1, 5-9.

Magoffin, R. V. B., Morale Work in an Army Camp: XI, 2, 49-52.

Ford, J. S., Committee on Public Information: XI, 3, 97-100. (The American organization of War news and propaganda.)

Scott, A. L., Procurement of Quartermaster Supplies During the World War: XI, 4, 133-138. (American.)

Martin, T. P., Experiences of a Y. M. C. A. Secretary in Russia, 1917-1918: XI, 5, 169-173.

Parish, J. C., Intelligence Work at First Army Headquarters: XI, 6, 213-217. (Organization and methods of American Army Intelligence Service School.)

Clement, S. C., Going Over—A Sailor's Diary: XI, 8, 297-299. (In September, 1918.)

Spaulding, Col. O. L., Research Work in the Historical Branch of the General Staff: XII, 4, 113-118. (How the American General Staff preserves materials for military history of the World War.)

Kelsey, R. W., German Views of War Responsibility and Peace Terms: XII, 7, 233-239. (Based upon questionnaire sent to German professors of history, 1920.)

Shryock, R. H., The Richmond Meeting of the American Historical Association: XVI, 2, 53-55. (Includes report of papers relating to "new light" on origins of the World War.)

Association of German Historians, Frankfort-on-Main Meeting, 1924: XVI, 5, 230. (Resolutions on "War Guilt" demands scientific investigation of the archives of all nations, and declare studies based only upon selected papers of the Allies unfair.)

WORLD HISTORY SINCE 1918

Larson, L. M., The Socialistic Upheaval in Europe: X, 1, 18-20. (Chaotic conditions in Central Europe and Bolshevism in Russia.)

Larson, L. M., The New Germany: X, 4, 175-177. (The Weimar Assembly.)

Larson, L. M., The Revolution in Hungary: X, 5, 239-242.

Larson, L. M., A Few Territorial Problems: X, 6, 312-314. (Eight agreements involving territorial arrangements which the Allies had entered into.)

Gosling, T. W., A New Internationalism: X, 6, 315-322. (The passing of the old order as a result of the World War. A new order, internationalism, is to be born.)

Latourette, K. S., China Since 1914: X, 8, 428-431. Effects of the War. Internal conditions becoming worse by 1919.)

Ware, E. E., Devolution and Imperial Federation: XI, 7, 256-259. (British interest in provincial legislatures and an imperial parliament for the Empire.)

Johnson, D., Territorial Problems of the Peace Conference: XI, 7, 260-264. (Work of the territorial commission of the Supreme Council.)

Fay, Bernard, On the Intellectual Situation in France, September, 1920: XI, 9, 331-333. (The War leaves a skeptical realism dominant in France, instead of the romanticism of the English-speaking nations. New individualism and originality in French art.)

Textor, Lucy E., Europe in the Summer of 1920: XII, 1, 3-8. (A traveller's view of the effects of the War.)

Smith, Justin H., A Letter from Europe: XII, 2, 39-43. (After-war impressions.)

Thorndike, Lynn, Europe Revisited: XII, 3, 69-74. (After-war impressions.)

Eckhardt, C. C., Russia—Cheering and Disheartening: XII, 3, 74-78. (Critical discussion of Bolshevik régime; rather favorable. For reply to, see XII, 5, 157.)

Kelsey, R. W., History Teaching in Germany: XII, 5, 152-157. (In secondary schools and universities, about 1920.)

Davis, W. S., Communication: Opinions of Soviet Russia: XII, 5, 157. (Reply to article by C. C. Eckhardt, Russia—Cheering and Disheartening: XII, 3, 74-78.)

Eriksson, E. M., The League of Nations at Work: XIII, 1, 5-12. (Organization, first Assembly, results of American attitude.)

Eriksson, E. McK., The Third Year of the League of Nations: XIV, 4, 135-140. (Title descriptive. Gives bibliography.)

Textor, L. E., Young Russia in Czechoslovakia: XIV, 5, 165-170. (Education of Russians in Czechoslovakia since the World War. Describes conditions of student life.)

Carmen, H. J., Franco-British Rivalry and the Entente Cordiale: XIV, 8, 295-299.

Textor, L. E., Belgrade and Sofia in the Spring of 1923: XV, 2, 66-69. (After-war impressions.)

Jones, P. V. B., Italy Since the Great War: XV, 7, 290-298. (Discusses recent conditions in Italy, the demands of the Imperialists, of the radical workers, the rise of the Fascists and Mussolini, whose character, policies, and government receive especial attention.)

Churchill, Rt. Hon. Winston S., Shall We Commit Suicide? (Paper I on Recent Expressions on World Peace): XVI, 2, 56-58. (Traces of growing menace of war and the peril of the future. Points to League of Nations as the only "path to safety.")

Borah, William E., Outlawry of War (Paper II on Recent Expressions on World Peace): XVI, 2, 58-60. (Advocates peace policy, but believes the League necessarily relates to Europe rather than to America.)

Stokes, E. C., Why America Should Not Join the League of Nations (Paper III on Recent Expressions on World Peace): XVI, 2, 60-64. (Title descriptive.)

Eckhardt, C. C., An Interpretation of German History: XVI, 3, 97-103. (Sketch of the development of the German nation, leading to a consideration of its "present outlook," 1925.)

Stone, D. L., America's Share of German Reparations: XVI, 4, 148-151. (Title descriptive.)

Manhart, G. B., European Elections of 1924 and 1925: XVI, 7, 303-314. (Comprehensive and comparative analysis, including charts.)

THE ORIENT

Haynes, J., The Recent Revolution in Turkey: I, 3, 50.

Haynes, J., The Year 1909 in History: I, 7, 151. (Persia and China.)

Haynes, John, Recent History of Japan and Korea: II, 6, 127-128.

Olmstead, A. T., Old and New in the Near East: VIII, 8, 256-257.

Hershey, A. S., A Turning Point in Far Eastern Diplomacy: IX, 2, 91-92.

Olmstead, A. T., The New Birth of Islam: IX, 9, 480-482.

Wrench, J. E., The Armenian Problem: X, 1, 12-14. (Historic Background of the massacres of 1895 and 1896.)

Treat, P. J., Japan and the Great War: X, 5, 233-237.

Latourette, K. S., The Synchronization of Chinese and Occidental History: X, 5, 238-239.

Latourette, K. S., China Since 1914: X, 8, 428-431. (The effects of the war upon China. Internal affairs going from bad to worse.)

Latourette, Chinese History as a Field for Research: XIII, 1, 13-14. (Discusses incidentally work of Chinese historians.)

Dutcher, G. M., A Problem of Historical Analogy: XIII, 5, 153-154. (Comparison between the United States of 1787 and the China of 1921.)

Dutcher, G. M., A Brief Survey of Some Aspects of the Problem of China: XIV, 1, 5-10. (Economic, financial, educational, and political conditions in China, with possible solutions to the problems they present and the attitude of other countries towards China.)

Ellison, W. H., Geographical Influences in Pacific Ocean History: XIV, 4, 125-129. (Title descriptive.)

Hyde, A. M., Western Learning in Japan before the Coming of Perry: XV, 5, 195-200. (An account of the early attempts of a few outstanding Japanese to become acquainted with European learning, especially from 1700 on.)

XX. Content Articles on American History

THE COLONIAL AND REVOLUTIONARY PERIODS

Andrews, C. M., Original Narratives of Early American History: I, 7, 149-150. (Notes on collection edited by Dr. Jameson.)

Andrews, C. M., The Value of London Topography for American Colonial History: III, 5, 99-102. ("Topography" is used in a broad sense to mean "the administrative organization in all its aspects, the men and the rooms, the buildings and the streets," etc.)

Fisher, S. G., Legendary and Myth-Making Process in Histories of the American Revolution: IV, 3, 93-71. (Incidentally discusses the Revolution.)

Ware, M. W., American Colonies Under Whig Supremacy: IV, 5, 123-127. (Colonial difficulties with England were primarily political, rather than economic, in character.)

Hull, W. I., International Interpretation of United States History: V, 5, 135-139.

McKinley, A. E., American Colonial History in High School: VI, 8, 249-256. (Discusses important phases of colonial history.)

Root, W. T., American Colonies and the British Empire—Colonial History, Old Style and New: VI, 9, 281-286. (Importance of the "imperial," as well as the "colonial" aspects.)

Lingley, C. R., The Paterson Plan for a Federal Constitution: VI, 9, 286-288.

Sioussat, St. G. L., English Foundations of American Institutional Life: VIII, 8, 260-261.

Greene, E. B., The American Revolution and the British Empire: VIII, 9, 292-294. (The old attitude of the United States and Great Britain was one of hatred and intolerance. This attitude is being replaced by one of friendship and understanding.)

Sullivan, James, Some Aspects of American Experience, 1775-1783: VIII, 10, 351-352. (The American experience of being drawn into war in 1775 can in many ways be paralleled to the conditions underlying our entrance into the World War.)

Hastings, G. E., Some New Evidence on the Origin of the Stars and Stripes: X, 4, 181-184. (Establishes a strong probability that Francis Hopkinson was the individual designer of the American flag.)

Gosling, T. W., Yorktown Day, October 19. The Debt of America to France: X, 7, 377-381.

Buffington, A. H., British and French Imperialism in North America: X, 9, 489-496.

Shilling, D. C., John Dickinson, Statesman and Patriot: XI, 5, 174-176.

Lawrence, Henry W., The Jolly Puritan: XII, 7, 229-233.

Dudderidge, Mary: American History in Westminster Abbey: XII, 8, 269-272.

EARLY NATIONAL PERIOD, 1783-1815

Dwight, M. V. H., A Journey to Ohio in 1810: IV, 2, 46-48. (Diary of a journey from Connecticut to Ohio. A Connecticut girl tells of the hardships she endured on this journey of six weeks.)

American Justice and Emigration in 1784, As Seen by M. Thieriot, of Leipzig: Contributed by W. E. Lingelbach: IV, 3, 73-74. (Saxon Commissioner of Commerce to the United States comments on things American.)

Ware, M. W., A Side Light on the War of 1812: V, 10, 319-323. (Attempts to show that England "was largely influenced by expectations of territorial aggrandizement.")

Hodder, F. H., The Purchase of Louisiana: VII, 6, 185-189. (Gives bibliography.)
 Burnett, E. C., 1919 in the Light of 1788: X, 4, 171-178. (Analogy of the contest over the League of Nations to the contest over the Constitution.)

THE MIDDLE PERIOD AND THE CIVIL WAR

Dawson, Edgar, Origin of the American Whig Party: II, 7, 160-161. (Views the Whig Party as the "Jefferson Republican Party struggling for existence in its old age.")
 Cole, A. C., Inscribed Stones in the Washington Monument: New Features in the History of the Monument: III, 3, 47-50.
 Letters From a Soldier in the Mexican War: Source Material for United States History Classes: III, 4, 74-77.
 Cole, A. C., Camels in the United States: IV, 6, 156-157. (The War Department Experiment in the Southwest, 1855.)
 Ware, M. W., A Hidden Cause of the Mexican War: V, 3, 74-77. (Notes influence of the Texan debt in bringing on annexation to United States.)
 Mutual Opinions of North and South—1851-1854: VII, 4, 122-124. (Contemporary documents.)
 Greene, E. B., The Interaction of European and American Politics, 1823-1861: IX, 3, 142-143.
 Cole, A. C., President Lincoln and His Wartime Critics: IX, 5, 245-249. (The severe criticism endured by Lincoln regarding his policy toward the slavery question and his method of conducting the war. Excerpts from newspapers and speeches.)
 Adams, E. D., The American Civil War from the British Viewpoint: IX, 5, 257-258. (Title descriptive.)
 Bassett, J. S., How the Southerners Supported the War for Secession: IX, 7, 373-375. (Title descriptive.)
 Ware, E. E., Committee of Public Information: 1863-1866: X, 2, 65-67. (Formation of two societies, "Loyal Publication Society of New York" and the "New England Loyal Publication Society"; their ideas and methods concerning intelligent public opinion.)
 McGrane, R. C., The American Position on the Revolution of 1848 in Germany: XI, 9, 333-339. (Title descriptive.)
 Klingberg, F. J., and Jackson, Andrew, Personal Traits of President Andrew Jackson: XIV, 1, 10-14.
 Tilberg, W. E., The Responsibility for the Failure of Compromise in 1860: XIV, 3, 85-93. (Title descriptive.)
 Sears, L. M., August Belmont, Banker in Politics: XV, 4, 151-154.
 Sears, L. M. (Ed.), The London Times' Correspondent in 1861: Unpublished Letters of W. H. Russell: XVI, 6, 251-257. (Russell's exchange of opinions with Morris, of the Times, concerning the first year of the Civil War.)

RECENT AMERICAN HISTORY (INCLUDING AMERICAN PARTICIPATION IN THE WORLD WAR)

Forman, S. E., The Conference of Governors: I, 7, 143.
 Haynes, J., Recent History: II, 2, 36-37 and 3, 66. (National affairs of the United States, 1909-1910.)
 Lingley, C. R., Recent American History Through the Actor's Eyes: VII, 3, 80-85. (The contribution of autobiographies to this field.)
 Sioussat, St. G. L., Teaching the History of the New South: VII, 7, 223-229, and 8, 270-276. (Development of the "New South.")
 O'Hara, C. C., The First Newspaper Published in Alaska: VII, 7, 233-235. (The Sitka Times, 1868.)
 McLaughlin, A. C., The Great War: From Spectator to Participant: VIII, 6, 183-187. (United States entered the War to save humanity from German Imperialism.)
 Scott, A. P., The Passing of a Splendid Isolation: VIII, 6, 192-195. (Because of the overcoming of time and dis-

tance by recent inventions, the American occupation of foreign territory and world trade, the United States can no longer be considered an isolated power.)
 Shotwell, J. T., The National Board for Historical Service: VIII, 6, 199. (Created to carry on the library and archival work relating to this country's part in the World War.)
 Becker, Carl, The Monroe Doctrine and the War: IX, 2, 87-90. (Connection between American policies as expressed in the Monroe Doctrine and the position the United States took in the World War.)
 Burnett, E. C., 1919 in the Light of 1788: X, 4, 171-178. (Analogy between the contest over the League of Nations, and that waged over the Constitution.)
 Plum, H. G., United States and the World War: X, 4, 198-200. (For bibliography included, see XXI.)
 Treat, P. J., Japan and the Great War: X, 5, 233-237. (Discusses the American Siberian Expedition.)
 Brown, E. S., The Food Administration—A Test of American Democracy: X, 5, 242-246.
 Randall, J. G., War Tasks and Accomplishments of the Shipping Board: X, 6, 305-310. (Title descriptive.)
 Newhall, R. A., With the First Division: Winter of 1917-1918: X, 7, 357-362. (The first winter in France.)
 Dodd, W. E., The Great Loyalty in America: X, 7, 363-367. (The heterogeneity of modern America, and the call for a higher homogeneity for a common loyalty to the ideal of a better America.)
 Stock, L. F., Summary of the War Legislation of the Sixty-fifth Congress: X, 7, 401-419.
 Levermore, C. H., Anglo-American Diplomatic Relations during the Last Half Century: X, 8, 436-446. (Title descriptive.)
 Packard, L. B., Over There in Siberia: X, 9, 481-485. (American Expeditionary Forces in Vladivostok in August and September, 1918. Purpose and work of the forces.)
 Bingham, Col. H., How American Aviators Were Trained: XI, 1, 5-9.
 Magoffin, R. V. B., Morale Work in an Army Camp: XI, 2, 49-52.
 Ford, G. S., Committee on Public Information: XI, 3, 94-100. (A sketch of the effort made during the World War to put propaganda on a level with truth telling.)
 Scott, A. L., Procurement of Quartermaster Supplies During the World War: XI, 4, 133-138.
 Parish, J. C., Intelligence Work at First Army Headquarters: XI, 6, 213-217. (Organization and methods of Intelligence Service School.)
 Clement, S. C., Going Over—A Sailor's Diary: XI, 8, 297-299. (In September, 1918.)
 Galpin, W. F., Some Phases of a Military Experience: XI, 9, 340-342. (The intelligent private's criticism of the professional military class, and its war-time privileges.)
 Schlesinger, A. M., The Problem of Teaching Recent American History: XI, 9, 352-354. (Interpretation of chief elements in this period.)
 Spaulding, Col. O. L., Research Work in the Historical Branch of the General Staff: XII, 4, 113-118. (Suggests indirectly some of the activities of the American Army in World War.)
 Price, Guy V., Panama Canal and Recent World Politics: XII, 8, 272-276.
 Lonn, Ella, Fields for Research in Southern History After Reconstruction: XIV, 1, 14-21. (Title descriptive. Gives bibliography.)
 Ross, E. D., The Nationalization of the Democratic Party—An Interpretation in Contemporary Political History: XIV, 4, 130-134. (Title descriptive.)
 Regier, C. C., The Muck-Raking Campaign: XV, 1, 7-12. (The movement begun in 1902 to expose "big business" and political corruption, carried on chiefly by certain magazines.)

Turner, F. J., Since the Foundation of Clark University, 1889-1924: Founder's Day Address: February 4, 1924: XV, 8, 335-342. (A survey of United States History during these years.)

Borah, William E., Outlawry of War: XVI, 2, 58-60. (Believes the League of Nations should relate to Europe, but not to America.)

Stokes, E. C., Why America Should Not Join the League of Nations: XVI, 2, 60-64. (Title descriptive.)

Heckel, A. K., Pure History and Patriotism: XVI, 3, 106-110. (Account and criticism of the movement conducted by super-patriots, especially since the World War, against the scientific writing of American history; particularly against texts dealing impartially with American wars.)

Stone, D. L., America's Share of German Reparations: XVI, 4, 148-151. (Title descriptive.)

THE HISTORY OF SECTIONS

Turner, F. J., The Ohio Valley in American History: II, 7, 147-152. (The influence of the Ohio Valley in the making of the nation.)

Cole, A. C., Camels in the United States: IV, 6, 156-157. (The War Department experiment in the Southwest, 1855.)

Williams, Mary W., A Fragment of the Passing Frontier: VI, 2, 33-37.

Chase, L. A., The Last American Frontier: VI, 2, 37-40. (The Canadian Northwest.)

Millspaugh, A. C., Points of Emphasis in Teaching of Government in West: VI, 2, 40-44. (A panegyric on Western traits and institutions.)

Nye, B. H., Extracts from the Letters of a Nantucket Forty-Niner: VI, 7, 210-211.

Chase, S. A., How the Furs Come Down from the North Country: VII, 2, 44-46.

Sioussat, St. G. L., Teaching the History of the New South: VII, 7, 223-229 and 8, 270-276. (The development of the "New South.")

O'Harran, C. C., The First Newspaper Published in Alaska: VII, 7, 233-235. (The Sitka Times, 1868.)

Knowlton, D. C., Newark's 250th Anniversary Celebration: VIII, 3, 89-94.

Bassett, J. S., How the Southerners Supported the War for Secession: IX, 7, 373-375. (Title descriptive.)

Sauer, C. O., The Rôle of Niagara Falls in History: X, 2, 57-65. (Title descriptive.)

Lonn, Ella, Fields for Research in Southern History After Reconstruction: XIV, 1, 14-21. (Title descriptive. Gives bibliography.)

Koch, Julie, Possibilities for Historical Research in New Orleans: XIV, 1, 22-23.

Bowen, E., Dynastic Delaware: XVI, 1, 11-12. (The rôle of the Bayards and the Du Ponts in the history of Delaware.)

Almack, J. C., The Shiloh of the Frontier: XVI, 5, 197-202. (Claims significance of the frontier in American history has been exaggerated. Critical analysis of the "Turner theory.")

TOPICS IN SPECIAL PHASES OF AMERICAN HISTORY

Carrick, Gertrude W., The Place of Women in School Histories: IV, 4, 95-97. (Discusses incidentally the rôle of women in American history.)

Jameson, J. F., Typical Steps of American Expansion: V, 2, 39-43. (Title descriptive.)

Westergaard, Waldemar, American Interest in the West Indies: VIII, 8, 249-253. (Title descriptive.)

Taylor, R. G., The Importance of the Agricultural Revolution: VIII, 10, 342-344. (The American Agricultural Revolution, like the Industrial Revolution, had its beginnings in England. The Agricultural history of a place is vitally important, because of its union with the commercial and industrial interests.)

Blegen, T. C., Two Standards of National Morality: IX, 8, 457-466. (Series of quotations from Washington, Lincoln, and Wilson versus Frederick the Great, Bismarck, and William II; claiming to illustrate the great contrast between American and German conceptions of national morality.)

Schmidt, L. B., Economic History of American Agriculture as a Field for Study: X, 1, 8-12. (Agriculture as the basis of our prosperity. Relation of the study of economic history of American agriculture to our political and diplomatic history.)

Levermore, C. H., Anglo-American Diplomatic Relations during the Last Half Century: X, 8, 436-446. (Title descriptive.)

Wittke, Carl, Canada—Our Neglected Neighbor: X, 9, 485-488. (English policy in Canada. American-Canadian relations. The future of Canada and Canadian history in the United States.)

Grubbs, O. F., Short Sketch of Party History: XII, 2, 56-58.

McGrane, R. C., The Rise and Fall of the Independent Treasury: XII, 5, 158-163. (Title descriptive.)

Wittke, C., The Immigrant in American History: XIII, 6, 193-195. (Title descriptive.)

Ross, E. D., The Nationalization of the Democratic Party—An Interpretation in Contemporary Political History: XIV, 4, 130-134. (Title descriptive.)

Cutler, F. M., The History of Military Conscription with Especial Reference to the United States: XIV, 5, 170-175. (Brief history of the militia, the draft, and the Selective Service Systems.)

Regier, C. C., The Muck-Raking Campaign: XV, 1, 7-12. (The Movement begun in 1902 to expose "big business" and political corruption, carried on chiefly by certain magazines.)

Violette, E. M., How Uncle Sam Cares for His Lepers: XVI, 4, 157-159. (Administration of the national leprosarium at Carville, La.)

XXI. Content Articles in the Other Social Studies

GOVERNMENT AND POLITICAL SCIENCE

New York Training School for Public Service: IV, 3, 76. (A school for municipal research and government.)

Rein, Adolf, Who Rules Germany? IV, 10, 280-284. (Classes, political parties, and government, in the Germany of 1913.)

Dawson, Edgar, The New York Constitutional Convention: VI, 5, 137-139. (Contemporary account of problems before the New York Constitutional Convention of 1915.)

Lingley, C. R., The Paterson Plan for a Federal Constitution: VI, 9, 286-288.

Griffith, E. C., Public Discussion as a Civic Duty: VII, 1, 15-18.

Randall, J. C., Democracy and War: VIII, 10, 329-336. (The problem of public opinion.)

Guerlac, Othon, The French Government: IX, 7, 357-360. (Comparison with the American.)

Kimball, E., The Government of England: X, 2, 68-71. (Powers of the Crown, Cabinet, and Parliament, and their relations to each other.)

Crawford, C. C., India Today: X, 3, 117-120. (The present government of India. Benefits and changes proposed.)

Ware, E. E., Devolution and Imperial Federation: XI, 7, 256-259. (British interest in decentralized government, with provincial legislatures, in connection with idea of an imperial parliament.)

Gulick, L., The Budget: XIV, 6, 206-210. (What a government budget is and why it is needed.)

Manhart, G. B., European Elections of 1924 and 1925: XVI, 7, 303-314. (Comprehensive and comparative analysis, including charts.)

GEOGRAPHY, SOCIOLOGY, AND ETHICS

Wrench, J. E., *The Historical Geography of Greece*: V, 1, 17-23. (Title descriptive.)
 Committee on European History: *Ethnographical Conditions in Central Europe*: VIII, 8, 258-260.
 Botsford, G. W., *Ancient Democracy and the Laboring Class*: VIII, 10, 349-350. (Laboring classes treated more benevolently in that age than in any other down to the present time.)
 Sauer, C. O., *The Rôle of Niagara Falls in History*: X, 2, 57-65. (Title descriptive.)
 Gilfillan, S. C., *The Coldward Course of Progress*: XII, 1, 8-15. (Essay in geographical interpretation of history.)
 Hill, H. C., *The Woodland Indians*: XIII, 4, 119-123. (Wild Rice Cultivation by the "Eastern Woodland" tribes of Algonquian and Iroquois stock.)
 Barnes, H. E., *The Significance of Sociology for the "New" or Synthetic History*: XIII, 8, 278-296. (Discusses nature and relationships of the two subjects, and the sociological aspects of various periods in World History. Notes appended offer a considerable but uncritical bibliography. A discussion of this paper is given in pp. 300-306, by J. F. Rippy, M. S. Handman, W. B. Bodenhafer, and J. E. Gillespie.)
 Ellison, W. H., *Geographical Influences in Pacific History*: XIV, 4, 125-129. (Title descriptive.)
 Gilfillan, S. C., *European Political Boundaries*: XVI, 2, 65-75. (Discussion of the factors which determine boundaries, e. g., physical barriers, language, nationalism, race, etc.)

XXII. Bibliographies**RELATING TO METHODS OF TEACHING**

Fleming, W. L., *A Tentative List of History Syllabi*: I, 4, 72. (Brief list for all grades.)
Bibliography of History and Civics: II, 4, 89. (First of a considerable series, prepared by W. J. Chase and others, appearing in subsequent issues of Vols. II and III. Continued in Vol. IV, ff, as "Book Reviews." Usually consist of from five to ten brief "reviews," and are not listed in this guide after this issue.)
 German "Bibliotheca Paedagogica": II, 8, 180. (Description of German catalogue showing all textbooks used in German schools, and illustrative materials of all kinds. Given in article by J. C. Dana.)
 Andrews, A. L., *Aids to the Teaching of History: Descriptive Catalogue of the Collection of the New England History Teachers' Association*: II, 8, 185-188, and 9, 205-212. (Includes list of publishers of the many materials noted.)
 Show, A. B., *Reading References on Teaching Civics and Economics*: IV, 4, 107-108. (Includes textbooks, outlines, and works on methods available in 1913. Uncritical.)
 McKinley, A. E., *Illustrative Material for History Classes: List of Publishers in the United States and in Foreign Countries*: IV, 6, 158-168. (Notes the chief guides to such materials, and then gives a list of over 180 publishers of such materials, arranged alphabetically, with descriptions of the kind of material supplied by each firm. Also gives a subject index, with publishers arranged under historical topics, and indicating those firms having especially valuable materials for each.)
Report of Committee of Mississippi Valley Historical Association on the Certification of High School Teachers of History: VI, 5, 150-152. ("A list of readings for Teachers' Course.")
 A Noteworthy New Book—Johnson's *Teaching of History*: VI, 8, 265-266.
 McKinley, A. E., *Bibliography of Historical Pageants and School Dramatics*: VI, 9, 279-281. (Books and periodical articles arranged under several topics.)

N. E. A. Report: *Library Training in Normal Schools: Bibliography*: VII, 2, 50-53.

Boyd, A. M., and Miller, M. V., *A Reading List on Historic and Fancy Costume*: XII, 2, 59-60. ("A list of inexpensive, illustrated books, mainly of travel and fiction....which contain suggestions for costume design, dramatic groupings, and stage settings.")

Lingo, W. R., *Reference Studies in Oriental and Early European History to 1700*: XIII, 1, 20-27; 2, 59-63; 3, 96-101. (Page references to textbooks and source books on topics relating to the period named.)

Maryland State Department of Education: "The Teaching of High School History": XIII, 1, 27. (Pamphlet issued dealing with methods.)

Tryon, R. M., *The Professional Library of a High School History Teacher*: XIII, 4, 130-132. (References listed under following topics: (1) Nature of History; (2) Committee Reports on History in the High School; (3) Books on the Teaching of History (lists fourteen); (4) Syllabi, Outlines and Similar Aids; (5) Recent State Publications.)

Shurtliff, O., *Current History in the High School*: XV, 4, 161. (Brief bibliography on teaching Current Events.)

Almack, J. C., and Bormose, Ruth, *How France Trains for Citizenship*: XVI, 1, 25-27. (Brief bibliography in French and English on recent civic education in France.)

List of Teaching Aids, Syllabi, and Reports in History and the Social Studies: XVI, 2, 91. (McKinley Publishing Co. list, including Syllabus of Current International Events; Study Outline and References for Problems of Democracy; Statistical Tables Relating to the History of the United States, etc.)

Pierce, Bessie L., *Classroom Devices—Dramatization*: XVI, 7, 325-326. (Gives nine books and eleven articles dealing with subject, each carefully evaluated.)

Pierce, Bessie L., *Visual Aids in United States History*: XVI, 7, 328-331. (Given in article, *Social Studies in Eighth Grade*. Gives references to illustrations in textbooks, for such topics as "Dress," "Houses and Churches Before the Civil War," "Travel on Land," etc. Also addresses of firms supplying illustrative materials.)

RELATING TO HISTORY IN GENERAL

Bibliography of History and Civics: II, 4, 89. (First of a considerable series, prepared by W. J. Chase and others, appearing in subsequent issues of Vols. II and III. Continued in Vol. IV, ff, as "Book Reviews." Usually consist of from five to ten brief "reviews," and are not listed in this guide after this issue.)

Some Historical Syllabi Issued Since December, 1909: II, 5, 102-103.

Coulomb, C. A., *Recent Historical Publications*: II, 5, 118-119. (A list of books recently published, given under several topics, e. g., "American History," "English History," etc. This issue begins a series that continues throughout the subsequent volumes, and is not listed again in this guide.)

Jameson, J. F., *List of Doctoral Dissertations in History in Progress at the Chief Universities, 1912*: IV, 1, 8-15. (Topically arranged.)

Bogart, E. L., *Historical Novels in American History*: VIII, 7, 226-231. (List of novels adapted to several periods of American History.)

Stock, L. F., *Historical Articles in Current Periodicals*: X, 5, 271. (A list of magazine articles listed under topical headings appearing in each number from this issue onward. Not again listed in this guide.)

Barnes, H. E., *Recent Tendencies in the Study and Interpretation of History—An Outline Syllabus with References*: XIII, 3, 90-95. (References topically arranged. Page references sometimes omitted; no evaluations.)

EUROPEAN HISTORY AND THE FAR EAST

Development of the Castle in England and Wales: III, 9, 191-200. (Brief bibliography appended and list of castles of various types.)

Knowlton, D. C., and Wolfson, A. M., Outlines of European History: IV and V. (This series of course outlines, listed here as separate items under topic V, appends bibliography list to each article. No comments.)

Bassett, S. E., The Early Aegean Civilization: V, 2, 52-53. (A critical list.)

Botsford, G. W., The Choice and Use of Books Relating to the History of Greece: V, 6, 171-176. (A critical list and discussion.)

Perkins, Clarence: Bibliography of Recent European History: V, 9, 292-297. (Annotated; listed under countries, and also under special topics, e. g., "International Politics.")

Hazen, C. D., Brief List of Books Upon Recent European History: VIII, 6, 196-197.

Latourette, K. S., Recent Books on the Far East: XIV, 2, 57-60. (Title descriptive.)

Eriksson, E. McK., The Third Year of the League of Nations: XIV, 4, 139-140. ("Selected Bibliography" and notes appended.)

Wagner, D. O., Syllabus for a College Course in English History with Reading References: XV, 4, 176-186. (A partial bibliography and lists of suggested readings, distributed through the syllabus.)

Hyde, A. M., Western Learning in Japan before the Coming of Perry: XV, 5, 199-200. (Brief bibliography appended.)

Books for Historical Reading in Schools: A Report by Joint Committees of the New England History Teachers' Association, The History Teachers' Association of the Middle States and Maryland, and the Teachers' Section of the Mississippi Valley Historical Association: XV, 7, 306-313. (Lists of books for outside reading in European History.)

Robinson, G. T., Readings in the History of Modern Russia: XV, 8, 352-356. (Section VII relates to "War, Revolution, and Reconstruction." Works in English, French, and German; listed under such topics as "Revolution, Counter-Revolution, and Intervention"; "Agriculture and Village Life"; "Industry, Trade, and Towns," etc.)

AMERICAN HISTORY

Wells, R. W., "The Old South Leaflets" Classified: I, 5, 98-99. (Topically arranged.)

Caldwell, H. W., and Persinger, C. E., A Source History of the United States: I, 5, 105.

Editorial Review of Max Farrand's: Records of the Federal Convention: II, 10, 224-225.

Knowlton, D. C., Bibliography of Transportation: IV, 8, 232-235. (Topically arranged, covers the United States only.)

Special (Descriptive) List of Twenty-five Books on Latin-America: VI, 3, 86. (For collateral reading and reference.)

Fish, C. R., American Diplomatic History: Bibliography: VII, 2, 44.

Caldwell, H. C., How to Teach the History of the West in American History: VII, 4, 125-136. (Bibliography of books and materials.)

Lonn, Ella, Fields for Research in Southern History After Reconstruction: XIV, 1, 20-21. (Notes appended to this article contain suggestive bibliography for recent Southern history.)

Books for Historical Reading in Schools: A Report by Joint Committees of the New England History Teachers' Association, the History Teachers' Association of the Middle States and Maryland, and the Teachers' Section of the Mississippi Valley Historical Association: XV, 7, 306-313. (Lists of books for outside reading in American history.)

THE WORLD WAR

Perkins, Clarence, Bibliography of Recent European History: V, 9, 292-297. (Topics on "Militarism" and

"Immediate Causes of the War." Annotated.)

Williams, M. W., Bibliography of the World War: Periodical Literature: V, 10, 330-331. (Listed under seven topics. No comments.)

German Literature of the War: VI, 2, 62-63. (Condensed list from *Vergangenheit und Gegenwart*: III, 393, December, 1914.)

Dutcher, G. M., Summer Reading on the War: VIII, 6, 197-198. (Title descriptive.)

Reading References to accompany the Topical Outline of the War Published in the War Supplement for January, 1918: IX, 2, 112-114. (Extensive bibliography.)

Dutcher, George Matthew, A Selected Critical Bibliography of Publications in English Relating to the World War: IX, 3, 155-183. (About 600 books on causes and problems of the war and on the conditions and relations of the several countries.)

Read, Conyers, England at War: IX, 6, 313-317. (Importance of the English fleet. Work of her armies. Funds for war purposes. Government control of industry. Critical bibliography.)

Plum, H. G., United States and the World War: X, 4, 198-200. (Contains references, topically arranged.)

Robinson, G. T., Readings in the History of Modern Russia: XV, 8, 352-356. (Section VII-A relates to "Russia in the Great War.")

THE OTHER SOCIAL STUDIES. HISTORICAL NOVELS

Bibliography of History and Civics: II, 4, 89. (First of a considerable series, prepared by W. J. Chase and others, appearing in subsequent issues of Vols. II and III. Continued in Vol. IV, ff, as "Book Reviews." Usually consist of from five to ten brief "reviews" and are not listed in this guide after this issue.)

Coulomb, C. A., Recent Historical Publications: II, 5, 118-119. (First of a series, which gives books listed topically under "American History," "English History," etc., and which continues throughout subsequent volumes. It is not listed again in this index.)

Magoffin, R. V. D., The Teaching of Roman History: V, 7, 209-218. (List of historical fiction dealing with Roman History.)

Burch, H. R., Commercial History: V, 6, 190. (Annotated list of 14 works which might be used as textbooks.)

Bogart, E. L., Historical Novels in American History: VIII, 7, 226-231. (List arranged chronologically.)

Buck, G., American History in Fiction for Upper Grades and High School: X, 7, 384-387. (American History divided into periods and books suitable to the periods.)

Morehouse, Frances M., Syllabus for Ninth Grade Study of American Industries: XII, 4, 119-142. (References for study of "ten leading industries," listed separately for each industry.)

Hamilton, J. G. DeR., and Knight, E. W., Education for Citizenship: XII, 6, 197-208. (Selected list of nearly fifty references dealing with subject of title. Annotated.)

Wilgus, A. C., A System of Progressive Self-Marking for High School History Classes Using the Topical Outline Recitation: XII, 8, 285-289. (Appends brief list of guides to historical poetry and historical novels.)

Barnes, H. E., The Significance of Sociology for the New or Synthetic History: XIII, 8, 278-296. (Notes appended offer considerable but uncritical bibliography for nature and relationships of history and sociology.)

Books for Historical Reading in Schools: A Report by Joint Committees of the New England History Teachers' Association, the History Teachers' Association of the Middle States and Maryland, and the Teachers' Section of the Mississippi Valley Historical Association: XV, 7, 306-313. (A list of novels of interest to history classes included in lists of books for outside reading in history.)

Kimball, R. S., A Selected Bibliography of Works Helpful in Teaching the Constitution of the United States: XVI, 5, 211-216. (Lists for teachers and texts for grades, secondary schools, and colleges. Annotated.)

Report of the Secretary of the National Council for the Social Studies

PROFESSOR EDGAR DAWSON, HUNTER COLLEGE, NEW YORK CITY

The next regular annual meeting of the National Council for the Social Studies will be held in Washington, D. C., in the last week in February during the convention of the Department of Superintendence of the National Education Association.

In July, 1926, a meeting will be held in Philadelphia during the convention of the National Education Association and the celebration by Philadelphia of the one hundred and fiftieth anniversary of the signing of the Declaration of Independence.

The February meeting will mark the end of the first five years in the history of the National Council. It has been customary to publish a statement from the Secretary in the December number of *THE HISTORICAL OUTLOOK*, as a preliminary report to the Board of Directors for their regular annual meeting in February. It, therefore, seems desirable at this time to review briefly the origin and development of our organization for our members and those readers of *THE HISTORICAL OUTLOOK* who have not yet joined us.

In February, 1921, a small group of history and civics teachers, with some school administrators and others, met in Atlantic City to consider the need of a national organization. Much confusion characterized the efforts to teach history and the elements of the social sciences in the schools. It was felt that some good would result from a more united and systematic effort at stabilizing our work. Since so many groups were directly or indirectly responsible for some part of this field of teaching, it was felt that the most wholesome growth would result from a federal organization. Consequently, a preliminary constitution was drafted which later, through amendment and revision, grew into the document which now describes the machinery of the National Council.

To plan a federal organization and to secure the active co-operation of those whose interests are involved are two very different things. It was soon clear that established associations were doubtful about the need of the new agency, and two years were needed to bring a real Board of Directors into being. Individual historians, economists, political scientists and other persons interested in the promotion of special lines of teaching felt that the new agency would do one of two things, either undertake to make up courses of study in which their subjects might be neglected, or prove so weak that it would merely add more confusion to that which already existed.

Gradually it became apparent that a fact-finding and information distributing agency could do no harm to any well-meaning group. It was recognized that the purpose of the National Council was to collect and distribute information with sufficient definiteness to work for clear thinking and steady progress, without engaging in propaganda for any

particular policy, which was subject to serious difference of opinion among those entitled to an opinion by reason of their knowledge and experience in this field.

In these impatient times, five years seems a long period; but in any really useful evolutionary movement much longer periods must be allowed for even the wisest to adjust themselves to constructive compromise and frank co-operation. Twenty thousand teachers were handling the social studies, and all of those whose opinion is much worth while were already committed to movements for improvement, and the leaders in each of these movements looked with suspicion on a parvenu. But time does wonders if the forces of development are given an opportunity to work unhampered by the impatient demands of those who wish quick results.

The associations of specialized scholars directly interested in history, economics, political science and sociology have paid the expenses of their Directors to the annual meeting, and have in other ways shown their approval of the effort being made through the new organization. State and local groups of teachers of history and the other social studies have become branches of the National Council for mutual assistance and stimulus. The National Education Association has given its complete endorsement with departmental status.

During the last year the question of affiliation with the National Education Association came up for settlement. It was necessary that 250 members of the National Education Association send in a statement endorsing the National Council. A circular to this effect was sent out to the members of the National Council and fifteen hundred names were furnished at once. No correspondent expressed any hesitation whatever about recommending endorsement. Among them were the leading state and city superintendents of schools, professors of education and teachers of long experience.

It may safely be said that the National Council for the Social Studies is now a recognized and useful agency of educational development. While it is still a youngster among its brethren, it is growing rapidly in strength and judgment. Even its first five years of life show definite accomplishment, which will bear comparison with the constructive work done by any other national departmental association of teachers.

THE PRESENT ORGANIZATION

Explicit differentiation of functions, division of labor and fixed responsibility are elements in efficient organization. Organs, functions, freedom to act are essential to initiative and sustained effort. The National Council has been patiently evolving organs as its strength has developed.

Its center is the Board of Directors, made up of twenty members, four of whom are the annually

elected officers, one is the managing editor of *THE HISTORICAL OUTLOOK*, and fifteen represent associations of scholars, school administrators and teachers. This Board is the legislative and governing body. The National Council can grow no faster than the Board wishes it to; the members of the Board express, through their action, the interest in social studies which characterizes their parent associations. If a particular association is not interested in these studies, its representative does nothing in the meetings of the Board. If it should happen that a considerable number of the parent associations lost interest, the Council would fail as certainly as the United States would fail if the States neglected to exercise their proper co-operative functions. It is for the Board of Directors to provide financial munitions of war and to direct the use of these funds. It is for them to authorize committees of investigation or administration and to lay out the lines of their work. It is for them to set up the limits beyond which it is not wise for the activities of the organization to go at any particular time. The importance of the annual meetings of the Board cannot therefore be overestimated.

At its meeting of May 5, 1923, the Board laid down the following general outline of activities for the Council:

"Acting within the purposes set forth in our Constitution, the Board of Directors authorize the following lines of activities:

1. To promote co-operation among those working in this field.
 - a. Meetings of the National Council.
 - b. Co-operation with other organizations.
2. Studies and surveys, critical and looking to coordination.
 - a. Objectives of the Social Studies.
 - b. Subject matter.
 - c. Methods of presentation.
 - d. Administration and arrangement (e. g., assignment of materials to grades, etc.).
 - e. Teacher training.

All of these studied from the standpoint of past experience, present condition, and prospective development.
3. Publicity.
 - a. To spread information.
 - b. To stimulate interest.

The President and other officers perform the usual functions of these offices, the President becoming Chairman of the Board of Directors for one year on leaving the office of President.

In the process of differentiating functions and dividing up the labor of the Council for definite responsibility and accomplishment, the Board, at its meeting of February 22, 1925, set up the following committees:

1. Committee on Relations with *THE HISTORICAL OUTLOOK*, with Mr. R. O. Hughes, of Pittsburgh, as Chairman. The function of this committee is to develop the growing co-operation between the magazine and the Council, to stimulate members to fur-

nish material to the editor, and to guarantee to teachers that the management of the magazine has been and is ready at all times to publish as much really mature and useful discussion of all of the social studies as can be furnished.

2. Committee on Policies and Plans, with Professor R. M. Tryon, of the University of Chicago, as Chairman. Its function is to guide the development of the general plans of the Council and to recommend to the Board of Directors such new lines of effort as seem practicable and wise. An organization which is growing in strength and influence as rapidly as is the National Council for the Social Studies, one which is responsible for the development of a field of education in which there is still so much uncertainty and difference of opinion, needs the most careful guidance both to conserve the best in our present system and to add to this nucleus such growth as will indicate vigorous life and progress.

3. Committee on Surveys and Investigations, with Miss M. V. Carney, of St. Paul, as Chairman. The function of this committee is to discover and bring to the attention of the Council all movements toward stabilizing our teaching in this field. It is important for the Directors to know not only what is undertaken in this country, but also what teachers of history and the other social studies in foreign countries are planning and doing. This is, of course, a large responsibility, and must go forward slowly until the committee can be provided with sufficient funds for correspondence, filing, and printing. It would be wise economy to send a member of this committee to several of the leading foreign countries to talk with the educational directors about their proposals. Until this can be done, such sources of information as the institute directed by Professor Kandel, of Teachers College, Columbia University, can be profitably utilized.

4. Committee on the Establishment of Standards, with Dr. B. L. Pierce, of the University of Iowa, as Chairman, the function of which is to develop a statement of those principles of teaching and teacher training on which the membership of the National Council is united. Elsewhere in this report may be found some suggestions toward a possible platform. The April, 1925, number of *THE HISTORICAL OUTLOOK* contained a statement of Standards for Teacher Training, adopted at the last annual meeting, as a basis for further discussion and formulation. This statement was drawn up under the leadership of Miss Frances Morehouse and has met with widespread interest and approval. It seems to be important for the members of the National Council to discover as soon as possible and to state those progressive principles on which there is general agreement in order that these principles may be forcibly brought to the attention of school administrators and teacher training institutions. A step in this direction will be to discover also those principles on which there seems to be some disagreement and to state the elements of difference clearly enough for their

analytical examination. It often happens that such examination dissolves such differences or reduces them to mere opposition of unsupported if not unsupportable opinion.

5. The Committee on Membership and Affiliated Organizations, with Professor N. L. Jackson, of Detroit Teachers College, as Chairman, is working out a plan for effecting closer affiliation between the National Council and the various state and local organizations of teachers of history and the other social studies; and studying the social studies situation in each state, with a view to bringing all teachers into the membership of the Council. It is planned to have at least one member of this committee from each state. It is important to stress the fact that the National Council seeks to unify the various local agencies for developing the social studies rather than to direct them. Correspondents sometimes ask what the Directors would like the local associations to do as affiliated groups. This inquiry assumes that the Directors wish to use the local organizations as agents. A little of this relation will doubtless be useful, but, in the main, the work of the National Council in this connection is to find out what the workers in the states and larger cities are doing and bring the information obtained from them to the attention of other groups. The National Council is the agent or servant of the local groups, which are now so varied and different that it is not possible to proceed on any assumption of similarity.

6. Committee on State and Local Legislation on Social Studies, with Dr. J. Lynn Barnard, of the Pennsylvania State Department of Public Instruction, as Chairman. There has been a good deal of legislation bearing on the social studies, some of it wise and some of it otherwise. If some parlor reformers had their way, the curriculum would be made up in the state legislatures. Those who object to this, as do most experienced teachers, must remember, however, that the legislature exists to speak the will of the community in law. If we do not develop as important a field of education as this, it is only natural for public-spirited citizens to become impatient and attempt Procrustean methods through legislation. This committee will report to the Directors the tendencies in legislation in order that such conservative or constructive steps may be taken, as circumstances seem to demand. Two preliminary studies have already been made which will materially lighten the work of the committee. The American Political Science Association has studied and reported on the teaching of government in the schools, meeting the demand for legislation with a model state law, and Mr. Ilvesaker, with the co-operation of Professor Tryon, has studied legislation bearing on all of the social studies and submitted a dissertation giving his findings.

7. Committee on Finance, with Professor A. S. Barr, of the University of Wisconsin, as Chairman. The function of this committee needs little comment. The present income of the Council is sufficient to cover the expenses incident to a routine of meetings and limited correspondence. If the membership in-

creases, as there is reason to believe it will, until all first-rate teachers of the social studies are doing their part by their professional organization, funds will thus be provided for a part of the work of the committees. But when one realizes the amounts that have been recently expended on developing the teaching of the classics, mathematics, and other subjects, one must feel that the development of the social studies should soon appeal to a body of supporters who are not teachers and who are able and willing to strengthen this line of education. If the office of the National Council is to become the sort of bureau of information and stimulus it ought to become, it should be in charge of a Secretary, who would give all of his time to it, and it should be provided with sufficient clerical assistance to push our work energetically. A budget of at least ten thousand dollars a year should be provided.

STATE ASSOCIATIONS

During the past year the National Council has repeatedly sent questionnaires or personal inquiries to teachers and school officers, and to the past and present officers of the organized groups working for the development of the social studies; has consulted the Educational Directory, and advertised in *THE HISTORICAL OUTLOOK* for information, all in the hope of presenting to its members and preserving for their use a complete list of such associations of social science workers, their officers, and the dates of their meetings.

A card file of this information is kept in the office of the Council and is revised as new information becomes available. The list will be published from time to time in *THE HISTORICAL OUTLOOK*. A tickler file will be used as a reminder in sending notices and material in good time for association meetings. The rest is in the hands of our members. The list is still incomplete; will not those who read this report send in their corrections and additions?

Some time ago Mr. John G. Howes, of California, began the collection of such data and prepared a list for the Southern California Social Science Association. He kindly turned over the results of his investigation to the National Council and they are incorporated in the present report.

The general situation with regard to these associations in the various states may be summarized as follows:

There are definite, working organizations, or sections of State Teachers Associations, in thirty-three states: California, Colorado, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Jersey, New Mexico, New York, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, and Wyoming; meeting annually or twice a year. Fourteen states and the District of Columbia have no such local organizations or groups. Of these fourteen states, several are considering the forming of a local organization.

North Carolina reports—through Miss Gladys Boyington, of Greensboro—that there is every expectation of an association in the near future, and there are other active workers in the state. In South Dakota there is an organization that holds meetings each year, but no association name or list of officers has as yet been discovered.

Besides these organizations there are a number of local clubs, gradually working their way into usefulness in connection with the National Council. As an illustration there is the Thurston Club, an association of teachers in Chicago, with Miss Gertrude R. Gardiner, of Congress Park, as Secretary, and Professor H. C. Hill, as President. Wherever there are even a small number of teachers of the social studies near enough to one another to meet and confer on their plans, some organization should be set up. It need not be formal or complex; its purpose is to give its members an opportunity to assemble regularly and to compare notes on the most important interest of their lives.

Among other such groups may be mentioned in this connection the Social Science Council of the Jackson High School, Michigan, with Mr. O. M. Johnson as President and Miss Ida Mae Burt as Secretary; and the Social Studies Club, recently set up in the neighborhood of Columbia University, with Mr. J. M. Murphy as Secretary. Further organization will grow out of the need for local co-operation and mutual information, and the National Council is the clearing house and center of suggestion to bring these local groups into nationally united action.

Every working group needs officers—a secretary, who is the more or less permanent servitor of the group, sending out notices, stimulating action, and keeping records. The president, who is generally a person of some influence and supports the efforts of the secretary with his authority. He is likely to be a person who, because of his other obligations, cannot give much time to the organization, and therefore it is very necessary that there should be a vice-president or vice-chairman to act in case of emergency. One large and active association of History Teachers came near to breaking down because it lacked a vice-president. The newly elected president moved away and sent a rather informal resignation to the secretary. The secretary was seriously ill and no one took proper care of his mail. There were no officers, and the members, not knowing the facts, merely wondered at the inactivity of the officers. The time of the next meeting came around before the facts were known. Then an informal committee stepped into the breach, improvised a program, and held a small, ineffective meeting. Such incidents may be rare, but they suggest the need for efficient organization and sufficient officers to provide for emergencies. It is well, also, to have a fixed date for meetings, such as the first Saturday in April, or the meeting date of some larger association, such as the State Teachers Association or the like.

The following list is published now in the hope that all readers of THE HISTORICAL OUTLOOK will

go over it carefully *at once*, and send corrections and supplementary information to the Secretary of the National Council as soon as possible. In no other way can it be made adequate. If it can be completed it will be useful to a large number and variety of workers.

Each item should contain the name of the officers, more especially the president, vice-president, and secretary. It should indicate the place and date of the next meeting. If the correspondent could add the names of a few other workers in the group, it would be helpful in getting information distributed at the time of meetings.

CALIFORNIA

Association of Social Science Teachers of Central Coast Section, California Teachers Association.

President, Mr. James Davis, San Benito County High School, Hollister.

Secretary, Myra Harris, Union High School, Watsonville.

Meets Annually, in December, in connection with Teachers Convention.

Southern California Social Science Association.

President, Mr. Paul Gross, High School, Alhambra.

Secretary, Mr. O. D. Wood, High School, Alhambra.

Meets three times a year, one meeting in conjunction with Southern Section California Teachers Association.

Social Studies Club of San Francisco Bay Region.

President, Mr. E. K. Safford, Technical High School, Oakland.

Secretary, Miss Mary Jane Sanderson, Berkeley High School.

Vice-President, Mr. Paul C. Vigness, Alameda High School.

Meets December, 1925.

Social Studies Section of California Teachers Association.

Chairman, Mr. C. B. Johnson, Piedmont High School.

Secretary, Miss Elsie Presser, Woodrow Wilson Junior High School, Oakland.

California Academy of Social Science.

Secretary, Dr. E. C. Moore, University of California, Berkeley.

COLORADO

Civics and Historical Section of Colorado State Education Association.

President, Dr. E. U. Rugg, Colorado State Teachers College, Greeley.

Secretary, Miss Mary V. Rice, 1645 East 7th Street, Denver.

Meets in November, annually.

FLORIDA

History and Social Science Section Florida Education Association.

Chairman, Mrs. W. P. Coffey, St. Petersburg.

Or, Miss Ruby R. Torrence, West Palm Beach.

Meets Christmas week, at Jacksonville.

GEORGIA

Department of Secondary and Higher Education of the Georgia Education Association.

Secretary (of Education Association), Kyle T. Alfriend, Forsyth.

(This department has discussions on Social Science.)

ILLINOIS

Social Science Section of High School Conference, University of Illinois.

Chairman, Mr. M. L. Flannigan, Urbana.

Director of Conference, H. A. Hollister, University of Illinois, Urbana.

Meets the week-end before Thanksgiving.

INDIANA

Indiana History Teachers Association.

President, Elmer Andrews, Purdue University, Lafayette.

Secretary, Edgar Forsythe, Indianapolis.

IOWA
Iowa Society of Social Science Teachers (of State Teachers Association).
 President, Miss Leone Barngrover, 106 Stellart Apartments, Sioux City, Iowa.
 Meets in November, 1925.

Social Science Section of Central Division State Teachers Association.
 President, John Saysall, Grinnell.
 Secretary, Miss Sarah Wickware, Des Moines.

KANSAS
Kansas History Teachers Association.
 F. H. Hodder, University of Kansas, Lawrence.
 Ralph R. Price, Kansas State Agricultural College, Manhattan.

LOUISIANA
Social Science Section of State Teachers Association.
 Miss Earle Hope, Baton Rouge, Sec.
 Annual Convention, November.

MAINE
Department of History, State Teachers Association.
 Chairman, Professor O. C. Hornell, Bowdoin College, Brunswick.
 Meets in October, 1925.

MARYLAND
Association of History Teachers of Maryland.
 President, Miss L. J. Cairnes, Easton High School, Baltimore.
 Vice-President, Miss Ella Lonn, Goucher College, Baltimore.
 Secretary, Mr. A. Golder, City College, Baltimore.

MICHIGAN
Social Studies Association of Southwestern Michigan.
 President, Professor E. A. Balch, Kalamazoo College, Kalamazoo.
 Secretary, Dr. Nancy E. Scott, State Normal School, Kalamazoo.
 Meets in Kalamazoo, annually, on the third Friday and Saturday of February.

History Section of Third District Michigan State Teachers Association.
 Chairman, Mr. M. E. Hall, 806 West Saginaw Street, Lansing.
 Meets in October.

Detroit Section of Michigan State Teachers Association.
 President, Mr. H. M. Rosa, High School, River Rouge.
 Secretary, Miss Sarah O'Brien, 120 North State Street, Ann Arbor.

Michigan Schoolmasters Club, Social Science Division.
 President, Mr. Smith Bunnham, Western State Normal School, Kalamazoo.
 Secretary, Mrs. Keen, Bay City.
 Meets in Ann Arbor, annually, about April 1st.

Upper Peninsula Section of State Teachers Association, History Section.
 President, Mrs. Elwyn Foss, Sault Ste. Marie.

History Section of State Teachers Association, District No. 4.
 President, Mr. L. C. Doerr, South High School, Grand Rapids.
 Secretary, Mr. W. J. Rynsburger, Central High School, Kalamazoo.
 Meets November, annually.

History Section of State Teachers Association, District No. 2.
 Chairman, Leo S. Beach, Handy Junior High School, Saginaw.

History Section of State Teachers Association, District No. 5.
 Chairman, Luciania M. Ripley, H. S. Petosky.

MINNESOTA
History Section of Minnesota Education Association.
 President, Dr. Theodore C. Blegen, Minnesota Historical Society and Hamline University, St. Paul.

Secretary, Miss Mary Palmer, West High School, Minneapolis.
 Meets, annually, in November.

Minnesota Spring Conference of History Teachers.
 President, Dr. Sheppard, North High School, Minneapolis.

Civics and Economics Section of Minnesota Education Association.
 President, Ross N. Young, J. Marshall High School, Minneapolis.
 Secretary, Mr. G. A. Jensen, North High School, Minneapolis.
 Meets in November, annually.

Twin-City History Teachers Club.
 Secretary, Miss McFetridge, St. Paul Central, St. Paul.
 Meets four times a year, at University of Minnesota.

MISSISSIPPI
Sections of Education Association called History Group, Geography Group, etc.
 Meeting with Education Association, annually.

MISSOURI
St. Louis Association of High School Teachers of History.
 President, William E. Birr, Yeatman High School, St. Louis.
 Secretary, Miss Marguerite Mott, Central High School, St. Louis.
 Meets in November.

History Section of Western Missouri State Teachers Association.
 President, T. M. Marshall, Washington University, St. Louis.
 Secretary, Miss Edna Fisse, Cleveland High School, St. Louis.
 Meeting in St. Louis, November 20-23, 1925.

University of Missouri Social Science Fraternity, Alpha Pi Zeta.
 Secretary, Professor Thomas Barclay.

MONTANA
Social Science Section Eastern District of Montana Education Association.
 Chairman, Mr. J. S. Varner, Bearcreek.
 Secretary, Mr. D. S. McCorkle, Bearcreek.
 Meeting October, 1925.

Social Science Section of Western Montana Education Association.
 Chairman, Miss Edna Mann, Missoula County High School, Missoula.
 Secretary, Mr. Forrest LeRoy Foor, History Department, High School, Helena.
 Meeting October 29th-30th, at Dillon.

Social Science Section of North Central District Montana Education Association.
 President, Mrs. Kate F. Whitcomb, Principal of Schools, Culbertson.
 Secretary, Miss Ruth Voorhees, Fergus County High School, Lewiston.
 Meeting October 23, 1925.

NEBRASKA
Nebraska History Teachers Association.
 Professor J. E. Taylor, Doane College, Dreie.
 Secretary, Miss Ruth Price, 1545 Washington Street, Lincoln.

NEW JERSEY
New Jersey Association of Teachers of the Social Studies.
 President, Mr. S. B. Howe, South Side High School, Newark.
 Secretary, Miss Katherine Carrigan, Atlantic City High School.
 Meeting with High School Conference at Rutgers College, New Brunswick, in the spring.

NEW MEXICO
History Section of New Mexico Education Association.
 President, Dr. C. F. Coan, State University of New Mexico, Albuquerque.
 Secretary, Miss L. West, San Marcial, New Mexico.

NEW YORK

New York Conference of Association of History Teachers of Middle States and Maryland.

President, Dr. Clarence E. M. Miner, Wadleigh High School, New York City.

Secretary-Treasurer, Mrs. Dora L. Girden, Wadleigh High School, New York City.

Meets late November or early December.

Western New York Association of Teachers of Social Science.

Chairman, Mr. T. J. McDonald, South Park High School, Buffalo.

Secretary, Miss Nina C. Harwood, High School, Niagara Falls.

Meets last Saturday in January, and also in May, generally at Hutchinson Central High School, Buffalo.

New York State History Teachers Association.

President, Arthur Ferguson, Central High School, Syracuse.

Secretary, Miss Frances Madden, High School, Schenectady.

OHIO

History Teachers Association.

President, Arthur C. Cole, Ohio State University, Columbus.

Secretary, Mr. George A. Washburne, Ohio State University, Columbus.

OKLAHOMA

History Section, Oklahoma Education Association.

President, Edward Davis, Southeastern State Teachers College, Ada.

History Section of Annual High School Conference.

President, Miss Anette Gordon, Central High School, Oklahoma City.

OREGON

History Department of the Oregon State Teachers Association.

Chairman, Mr. L. Barzee, Benson Polytechnical School, Portland.

Secretary, Miss L. Schmidli, Franklin High School, Portland.

Meets annually during Christmas holidays.

PENNSYLVANIA

Council for the Social Studies.

President, R. O. Hughes, Peabody High School, Pittsburgh.

Secretary, Miss Margaret Kollock, West Philadelphia High School for Girls, Philadelphia.

Meets in Christmas holidays.

Southeastern Pennsylvania Council for the Social Studies.

President, Dr. Morris Wolf, Girard College, Philadelphia.

Eastern Pennsylvania Council for the Social Studies.

Secretary, Miss Gibson, Bethlehem.

Western Pennsylvania Council for the Social Studies.

President, Miss Florence Franklin, Peabody High School, Pittsburgh.

Secretary, Miss Prudence Trimble, Schenley High School, Pittsburgh.

Treasurer, Mr. Frank A. Finley, South Hills High School, Pittsburgh.

Meeting in October.

Northeastern Pennsylvania Council for the Social Studies.

President, Dr. Helen B. Trimble, State Normal School, East Stroudsburg.

Secretary, Mr. LeRoy Koeler, State Normal School, East Stroudsburg.

Meets last week in October.

South Central Pennsylvania Council for Social Studies.

President, Mr. Roscoe Bowman, Technical High School, Harrisburg.

Vice-President, Harriet Wylie Stewart, Cumberland Valley State Normal School, Shippensburg.

Secretary, Myrtle Saul Smith, Central High School, Harrisburg.

HISTORY CLUB OF PHILADELPHIA

President, Mr. James Sigman, Frankford High School, Philadelphia.

Secretary-Treasurer, Miss Gail H. Selmer, Wm. Penn High School, or (4816 Windsor Avenue, Philadelphia).

RHODE ISLAND

Rhode Island History Teachers Association.

President, Professor Collier, Brown University, Providence.

Secretary, M. Davitt Carroll, 76 Beaufort Street, Providence.

SOUTH CAROLINA

South Carolina History Teachers Association.

President, J. R. Walmsley, Winthrop College, Rock Hill.

Secretary, Guy H. Hill, Enoree.

Annual meeting in Columbia during March or April.

TEXAS

Social Science Section of Texas State Teachers Association.

President, Mr. J. Johnson, Oak Cliff High School, Dallas.

Secretary, Miss M. L. Moore, Corsicana.

UTAH

History Section of Utah Education Association.

President, Mr. T. P. Brackbank, R. D. No. 4, Murray.

Secretary, Mr. A. C. Hatch, Magna.

VIRGINIA

Virginia Society of History Teachers.

President, Miss Mabel Nims, John Marshall High School, Richmond.

WASHINGTON

Washington State Education Association, Western Division, Social Science Section.

President, Selden Smyzer, Ellensburg Normal School, Ellensburg.

Washington State Education Association, Eastern Division, Social Science Section.

President, Mr. Herbert McKean, Yukima.

WEST VIRGINIA

History Section of West Virginia State Education Association.

Chairman, Miss Bessie Bell, Glenville.

WISCONSIN

History Section of Western Wisconsin State Teachers Association.

Chairman, Mr. L. M. Englehard, Cochrane.

Secretary, Miss M. Schwandt, Central High School, La Crosse.

Geography Section of Wisconsin State Teachers Association.

Chairman, Harvey A. Uber, Milwaukee Normal School, Milwaukee.

Civics and Economics Section of State Teachers Association.

Chairman, Mr. H. G. Lee, Whitewater.

Secretary, Miss H. Harvey, Racine.

Meets in November.

History Section State Teachers Association.

Chairman, Miss Blanche McCarthy, Appleton.

Meets November.

WYOMING

Wyoming Council for the Social Studies.

President, Miss Harriet K. Orr, Secondary Training School, Laramie.

Secretary, Mr. Paul Ringert, Chugwater.

NATIONAL ASSOCIATIONS

The following items covering associations extending beyond state lines are added for the sake of a nearer approach to completeness:

American Historical Association, Secretary, Professor John S. Bassett, Smith College, Northampton, Mass.

American Economic Association, Secretary, Professor Ray B. Westerfield, Yale University, New Haven, Conn.

American Political Science Association, Secretary, Professor F. A. Ogg, University of Wisconsin, Madison.

American Sociological Society, Secretary, Professor Ernest W. Burgess, University of Chicago.
 National Council of Geography Teachers, Secretary, Professor G. J. Miller, State Teachers College, Mantana, Mich.
 New England History Teachers Association, Secretary, Mr. Horace Kidger, Newton High School, Newtonville, Mass.
 Association of History Teachers of the Middle States and Maryland, Secretary, Miss Lena C. Van Bibber, 129 East North Avenue, Baltimore.

Mississippi Valley Historical Association, Secretary, Mrs. Clarence C. Paine, Lincoln, Nebraska.

Pacific Coast Branch of the American Historical Association.

Inland Empire Teachers Association, Secretary, Mr. James A. Burke, Spokane, Wash. Social Studies Section.

Readers are urged to supplement any part of this list as fully as is possible.

Items for a Possible Platform

The time seems to have come for some formulation of what the teachers of social studies believe about the place of their work in the school program. An initial step has already been taken in the tentative formulation of Standards of Teacher Training. The following suggestions have been discussed at some length by members of the Council, and are printed

here with no other purpose than to promote further discussion. All of them may be discarded as unsuitable. Those members who believe that a platform will be useful are urged to communicate either with Dr. B. L. Pierce, of the University of Iowa, or with the Secretary of the National Council, expressing their views on the subject.

Note.—This does not suggest that the subjects may not best be taught separately. It has reference only to administrative control and departmental organization.

Note.—The teaching of facts is an essential prerequisite to teaching ideas, but training in thought and the cultivation of habits are the ultimate goals.

Note.—See Standards of Teacher Training for details.

Note.—It is better for pupils to study algebra under a teacher trained for the task than to pursue social studies under an algebra teacher. Sincerity and clear thinking are more important for citizenship than subject matter.

Note.—There is no other subject in the school program so capable of really contributing to social progress. Even the high school principals, who are not interested primarily in the social studies, concede that this proposal is reasonable.

Note.—Pupils elect on the basis of their future expectations or present interest. All must expect to be citizens. If they are not interested in the social studies either the pupils or the courses should be changed. Every high school pupil should be trained systematically for intelligent citizenship, whether he be specializing in classics, shop-work, or commerce.

Note.—It may be said that a school cannot afford to buy equipment. That is an administrative question. But if it can afford to buy science material it can buy social studies material.

Note.—An efficient agency for circulating and scoring standard tests in our field will do more to stabilize it and energize our work than any other effort except teacher training. Every conscientious teacher would like to have his work tested and evaluated by some disinterested outside agency which will give him a confidential and frank report.

Note.—Our examination system is in danger of swinging from a testing of encyclopedic information alone to an airing of opinions alone. Examinations are useful and must be conserved from being discredited.

Note.—Everyone acquainted with the facts knows that the social studies are exceptionally exhausting to the teacher. This fact should be recognized in determining the teaching load. Whether a definite number of periods a day can be wisely set up, remains to be determined.

6. The social studies courses must be required, not elective.

7. The social studies laboratory or work-room should be as fully equipped as that of any of the sciences.

8. Standard tests should be given regularly by all social studies teachers in order to stabilize our work and make it reasonably homogeneous.

9. Approved examinations in social studies do not consist of tests of memory alone. They must test the attainment of the more nearly ultimate purposes of teaching.

10. The teaching load for social studies in the high school should never exceed four periods a day.

Book Reviews

EDITED BY PROFESSOR HARRY J. CARMAN, COLUMBIA UNIVERSITY

Deflated Democracy

The Phantom Public. By Walter Lippmann. Harcourt, Brace and Company, New York. 1925. \$2.05. \$2.00.

In spite of the professional politicians, patriots, and elder statesmen, it is safe to say that the classic conception of democracy is undergoing radical revision. The writings of Wallas, Follett, Dewey, Laski, Cole, Croly, Bentley, Barnes, and a host of others are expressions of this. Mr. Lippmann's name will not be without honor when the newer conception becomes academically sanctified. In *The Phantom Public* he continues the line of thought he broached in *Liberty and the News* and developed in *Public Opinion*. The present volume, some may hold, does not add much to *Public Opinion*, except the brevity and clarity that comes from the sustained attention of an exceptional mind exceptionally gifted in the art of expression.

After reviewing briefly some of the outstanding defects of the eugenic, educational, ethical, populist, and socialist proposals for the attainment of what he calls "The Unattainable Ideal" (chapter II), he states his own conception of the public. A public comes into existence only in the face of crisis; its function is to mobilize force in a peaceful manner (p. 57), to attain a modus vivendi with reference to a social problem. A public is made up of partisan, not of unpartisan, spectators. The members of a public identify themselves with the challengers of arbitrary power, or with the defenders of the status quo. Public Opinion is thus the process of alignment with the Ins and the Outs (p. 105); hence, it is always partisan, spasmodic, simple-minded, and external (pp. 150-1). It is a kind of sublimated battle, a device by which the brute force of numbers may be exercised in a non-brutal manner.

Due to limited knowledge, as well as to limited capacity, the members of a public can have only partial views. Lippmann holds that the chief defect of the prevailing conception of democracy, implicit in the views of the moralist, educationalist, populist, and socialist, is the belief that the average citizen is "omnicompetent," or may become so. This he regards as fiction or myth, and erects his own conception of democracy upon the opposite premise. "I have conceived public opinion to be, not the voice of God, nor the voice of society, but the voice of the interested spectators of action" (p. 197); in short, the voice of partisans possessed of only partial views, judging the acts of insiders from the outside.

This brings us face to face with the problem of public opinion. An intelligent public depends upon the existence of citizens who can discern and select the individuals who are best fitted by training and motive to compose the crises with which society is always being confronted (p. 68). A problem (crisis) arises when two or more separate but intimately related variables are changing at different rates (chapter VII). The problems can be defined and the conflicts composed only by experts. The only business of the public is to decide whether an existent rule of action is defective, and if so, who are the men best fitted to remedy it. Since the public is non-omnicompetent, it must have simple criteria to guide it in these two necessary decisions. A rule is defective when the people (presumably a majority of those concerned) no longer assent or conform to it. On the whole, the men best fitted to remedy a defective rule are those who will consent to an impartial inquiry into the facts and abide by the formulated results of the inquiry which must provide means of self-clarification, amendment, and due notice of change. Such men are usually Outs rather than Ins.

Lippmann lays down seven principles which purport to give a tentative definition of the functions the public is competent to perform: (1) Executive action, (2) Intrinsic merits of the question, (3) Anticipation, analysis, and solution, and (4) Technical problems are not for the

public. The business of the public is to judge (1) whether actors are following the established rules, (2) on the basis of the criteria given above, and on the theory (3) that reasonable behavior is that which follows a known rule.

In the chapter on "Absentee Rulers" he states the dilemma of democracy. (1) It cannot lay down rules without a large measure of assent. (2) It cannot solve an increasing number of social problems without a large measure of centralization which ignores assent, especially in times of crisis (p. 189-90). This was the dilemma faced by Plato and Aristotle. We may have to accept their solution, modified to meet our needs. The doctrines of the political pluralists point in this direction.

Lippmann says he has no legislative program to offer (p. 200). The writer doubts seriously whether any legislative program can ever solve the problem of democracy. The crux of the matter is the "stereotypes," hinted at by Bacon's "idols," made clear as day by Sumner in "Folkways," and utilized by Wallas and Lippmann in their analyses of the political process. The admittedly non-omnicompetent citizen is so largely because he is burdened with an irrational and non-functional medieval-minded mass of outworn mores. This being true, it is difficult to believe that he will function any more intelligently under Lippmann's theory of public opinion than he now does under the inflated democratic dogma of the "patriotic" Demos idolaters.

What the non-omnicompetent citizen needs is a new set of stereotypes. How he shall achieve a set of stereotypes that will function efficiently in our over-grown, imperialistic, commercialized, Hearstified, movieized, radio-sputtering, Fordized, demi-democracies is another story—yet to be written.

READ BAIN.

University of Washington, Seattle, Washington.

British Politics in Transition. By Edward M. Sait and David P. Barrows. The World Book Company, Yonkers, New York. 1925. XVI, 319 pp. \$1.80.

Teachers who prefer the problem approach will welcome this addition to the literature of British government, inasmuch as it is a source book, not merely another descriptive text. This virtually new departure is as opportune as its title is well chosen, in view of the serious appraisal parliamentary institutions are now undergoing, in Britain as well as on the Continent. A source book lends itself more readily than does the descriptive treatise to the presentation of debatable issues, to direct statement of opposing points of view, and to the illustration of tendencies rather than the bare description of time-honored but possibly obsolescent practices. Hence, this little volume should furnish for class purposes a valuable supplement to one of the standard texts, or be useful in a discussion group which has already acquired some knowledge of European government.

The illustrative material is taken from newspapers, from parliamentary debates and papers, and from critical books and articles. The authors have selected eight main topics, each of which has been during the last few years a focal point of discussion. These are the Monarch, the Cabinet, the Civil Service, the Electorate, the House of Commons, the House of Lords, Party, Home Rule, and Devolution. There is a brief introductory note to each of these chapters. The section on the Crown should correct certain misapprehensions as to the actual position and influence of the British King, which conventional discussions are apt to create in American students. These extracts deal with the part played by George V in the Irish crisis of 1914, with the individual discretion of the Monarch in the matter of dissolving Parliament, a point still open to discussion in 1923 and 1924, and with radical views as to the

future of the hereditary executive. The serious problems involved in the present functioning of Cabinet government with a subservient House of Commons and a press-dominated electorate are accorded such space as could be allotted them. The democratization of the Civil Service is next discussed. The selections devoted to the electorate deal with woman suffrage and the act of 1918. Such fundamental criticisms as those of Hilaire Belloc, the Webbs, and the Guild Socialists illustrate the thoroughness with which British students consider their own particular phase of a very general discontent with legislative bodies. Proposals for the reform of the House of Lords include both Tory projects for the rehabilitation of the Chamber, and Radical efforts further to emasculate it. Over a third of the section on political parties deals with the break-up of the Coalition; the remainder carries us down to the election of December, 1923. The chapter on Devolution includes not only the domestic aspect of this problem, but also selections dealing with Dominion autonomy, the establishment of the Irish Free State, Indian reform, and Egyptian emancipation. Prof. Keith's discussion of Dominion status, since he inclines to overstress Imperial unity, should mitigate some popular American exaggerations in this regard. For those, on the other hand, who still believe the British Empire is governed under the principles of George III, some study of the subject is the sole remedy.

A book of readings always suffers from limitations of space. The editors have been able to use only about a third of the material which they would have included. The selection of major topics is adequate, though issues of public policy other than the machinery of government have necessarily been omitted. In curtailment of illustrative material the sections on the Cabinet, Party, and the Dominions probably suffer most. It is perhaps regrettable that selections bringing party history down to the Conservative victory of 1924 were not included. The issues dealt with are by no means settled, otherwise this book would lose its principal value, and consequently new material will continually accumulate. Nevertheless, the source material in the volume contains so many comprehensive statements of factors involved which will probably remain paramount that this compilation should remain available for class use for some years to come.

A. GORDON DEWEY.

Columbia University.

New Aspects of Politics. By Charles E. Merriam. The Chicago University Press, Chicago, 1925. pp. 247. \$2.50.

Those familiar with the older literature of government must often have wondered at the use of the term "political science" to denote a subject in which the methods of modern science have received so little application. It is, of course, true that important advances have been made in the study of government within the last two decades. Particularly significant progress has been achieved by the bureaus of municipal research in the development of a science of public administration, but their attention has necessarily been limited for the most part to questions directly related to the cost or efficiency of public service. The broader and more fundamental problems of politics have as a rule been left untouched. Indeed, many students have been inclined to doubt the feasibility of scientific investigation within a large part of the domain of politics. Instead there has been substituted what Prof. Merriam terms "political prudence," that is a body of supposed truths based upon more or less careful observation and shrewd, common sense. At best, such judgments have often furnished a satisfactory basis for practical political action, but all too frequently they have been little more than biased "hunches," quite unworthy of the name "political science."

Though fully recognizing the difficulty of the task, Prof. Merriam is nevertheless strongly convinced of the possibility as well as the necessity of a much wider application of scientific methods in the study of politics. In fact, he has been the chief mover in the establishment of the recent

Conferences on the Science of Politics, which have been active in arousing a new interest in the study of governmental problems.

In this book Prof. Merriam aims to point out fruitful fields of research and to call attention to new methods of approach. In particular, he emphasizes the importance of applying the methods of psychology and statistics in the study of politics. What light will such research throw upon the conduct of the voter? or upon the processes of political leadership? What assistance may modern psychology render in the selection of public employees under the merit system? These are a few of the subjects to which attention is directed. In a chapter entitled, "Next Steps in the Organization of Municipal Research," Prof. Merriam catalogs a number of needs in the field of governmental research. Emphasis is especially placed upon the improvement of the sources of information available to the scholar. The desirability of statistical summaries comparable with the British Municipal Yearbook is pointed out, as is also the necessity of digests of current legislation, city charters, and similar material. Closer examination of the practical operation of the many existing experiments in government is urged, and greater co-operation with students of allied fields of learning is suggested. In cases where existing data and methods of research do not permit of scientific conclusions, that is, in the domain of "political prudence," Prof. Merriam believes that much may be done to clarify problems, if not to solve them. Through careful investigations and conferences among observers we may at least reach a more enlightened foundation of common sense judgments on which to proceed in the handling of current governmental problems.

The reader seeking a new treatise on the American political system will not find it in this little book. But one who is interested in expanding the horizon of political knowledge will find many suggestions in it which are both stimulating and useful.

R. C. ATKINSON.

Columbia University.

The Character of Races. By Ellsworth Huntington. Charles Scribner's Sons, New York, 1924. pp. v, 393. \$5.00.

This valuable contribution by Dr. Huntington to history, genetics, and sociology, suggests the extraordinarily broad yet unified range of this brilliant scientist of Yale. First of all he was a geologist, then contributed to archeology, ethnology, geography, anthropogeography especially, climatology, meteorology, history, economics, statistics, paleontology, sociology, astronomy, and medicine. And yet practically every book and article that has come from his hand has had one single theme—climate—the causes or results of climate. We often reproach ourselves for talking more about the weather than of any other subject. All that is wrong with this is that we haven't had enough Huntingtons to make the weather a subject for scientific understanding and adjustment to, instead of for mere reiterated marvel and helpless complaining.

The theme of the present work is the effects of climate, and of migrations and other neglected or repeatable factors, upon the evolution of races. Although biologists are very familiar with the climatic factor, he who would try to imagine in how many ways climate affects man had best not try to imagine, but turn to this book. It shows, through world-wide illustration, how races are modified through the centuries in numerous ways, through selection of types for multiplication or elimination. In a North Siberian environment, e. g., the phlegmatic and all-enduring individuals survive best; and hence came the Amerind with his character. Among the Armenians and Jews of recent centuries the tenaciously persistent, industrious, and brainy, also disinclined to fighting or leadership, have most retained both their religion and their lives. One people after another is explained, with usually convincing and particular argument. A striking case are the Khmers, who after migrating to Cambodia, 2500 miles overland from India, suddenly built those astonishing ruins of Angkor Wat, and as suddenly disappeared. A favorite explana-

tion with Huntington of racial superiority is the severe selections of a long, arduous migration. But as to why the Khmers disappeared, there are more suggestions than answers. Was it the tropical climate, or amalgamation with the indigenous race, or what?

One after another of the world's peoples are similarly treated—primordial man, Europeans in general, particular stocks of Amerinds from Eskimo to Fuegian, Arabs and the Asiatics who dwell in tents, the Turks, the dissimilar Chinese of diverse provinces, Normans, Sicilians, Greeks, Irish, English, and various American strains are accounted for from a resourceful ecology, often with convincing argument, and always with novel suggestiveness and interest. Iceland is especially dwelt upon, through four chapters. For here is an extraordinary island, wherein a most repressing environment, which shuts up the poor islanders in little huts reeking with turf smoke, rotten fish, kerosene, and unwashedness, nonetheless the lamps of learning and virtue burn brightly. Schools are largely impossible, yet the literacy of the Icelanders puts our country to shame; and they produce per capita more men of world fame than any other land. The explanations are a fairly stimulating climate, and especially an agressive race, highly selected at the start from Viking jarls and karls, and kept pure. In the all-powerful grip of changing climate we see them sinking and rising between poverty and desperation, while the noble racial heritage changes slowly, apparently in the directions of greater caution, quietness, and intellectuality. Henceforth, if anyone shall write the history of Iceland, without including or improving these chapters on her climates and race, he will have left out two of the greatest keys to the comprehension of her history.

What is happening to our own race? Significant statistics are presented which suggest a decline in the native powers of our population: the causes would be the willful infertility of our better classes, and the progress of navigation, by which the Atlantic has ceased to be a selective agent for hardihood and pioneer qualities, and become an easy path for the poverty-stricken. Huntington seems to forget that many of the old colonists came for no better reason than that, being city poor folk, they could be kidnapped and sold into Virginian bondage, and that many others came because of graver offenses than poverty. True, the death-rate of such was very high here, and their birth-rate doubtless low. Reuter says that of the colonists "the average probably ranged somewhat downward from the European norm." But our states differ widely, as valuable statistical studies here bring out. South Carolina has been well ahead of its neighbors in the production of genius, and there is the familiar but passing supremacy of southern New England, explained by originally selective immigration and climate. Visher's figures on American genius reinforce old thoughts that need much re-enforcing. If each 48,000 unskilled laborers have contributed one son to *Who's Who*, while the same number of skilled laborers produced 30, business men 600, Methodist clergymen 480, lay professional fathers 1035, Episcopalian clergymen 5565, Congregational pastors 6000, or one to every 8 fathers, and the Unitarian higher still—here are evidently profound biological differences, as well as each other kind of difference. If now the superior race is not reproducing itself, while the unskilled laborers are encouraged to be fruitful and multiply and replenish the earth, with what are they replenishing it?

That is, indeed, a not fully answered question, and the whole truth probably does not lie in assuming, as this book does, that all qualities which seem hereditary are so and will be rapidly affected by selection. But we do understand human heredity well enough to be doubtless right in denouncing as mortal folly our present methods, which would bring to tears even the least informed animal breeder.

At many points in the volume one would wish a stronger proof, a more thorough weighing of the evidence on both sides. But Huntington's greatest virtue is his startling demonstration of probable truth in novel fields of thought, as when he measures the great differences between the directions of leadership in the European nations, or ex-

plains the Viking raids, decade by decade, from climatic changes. Almost alone he has made it appear that the historian who does not know the history of climate does not understand history, back of the fifteenth century. Nor is one always certain as to the meaning of words employed; "degeneracy," for example, is sometimes ascribed to "luxury," though neither of those words has ever been defined, nor a connection demonstrated between them. Again, California is called a very unfavorable environment for the Amerind, who lacked domestic animals, and plants that would ripen in the rainless summer. Yet perhaps half of all the Amerinds in the United States found a living in California on acorns chiefly. What is an unfavorable environment is something that the reviewer has never seen defined. Whatever definition be the sound one will have to take into account density of population, which as in China can make starvation the effective return from even the best-watered soil and agricultural skill when sufficiently crowded.

The distribution of Amerind culture, which was low in the region of greatest climatic vigor, where our greatest cities are today, and highest in steaming, torrid lowlands, or monotonous, tropical highlands, seems anomalous. Huntington finds an answer, as in his earlier works, in that the climate of Central America was drier and healthier when the Mayas flourished than today; and in that the Northern Amerinds could not progress in an environment that provided no worth-while domesticable animals (but there are the caribou-reindeer) and too much grass, growing into tough turf, which is unconquerable without the European iron-shod plow and draft animals. An additional and easier explanation would be furnished by the reviewer's theory of coldward progress of cultural supremacy, to which Dr. Huntington has given elsewhere a much appreciated acceptance.

In the important question of the world's fundamental races, Huntington presents at length, but bases no conclusions on, the new theories of Dixon and of Taylor. Why he does so is not evident, for their doctrines are inconsistent with each other, with known facts, and with the usual scheme of races which Huntington appears to use in his own thinking.

But all in all it is an admirable book, very interesting, and well written, striking into a hundred new and important fields, with sound sense and often significant statistics or maps. Part is only guesses, but this is usually labeled so; and guesses are well worth while in new fields where previously we had not even a thought. *The Character of Races* is a book worthy of its great predecessors from the same hand, and invaluable to anyone who is thinking on how the human races come, or are coming to be. Such people should be any sociologist, geneticist, human geographer, or historian, and general readers wide-awake for an interesting book on a new theme.

S. C. GILFILLAN.

Grinnell College.

Our Rural Heritage. By James Mickel Williams. Alfred A. Knopf, New York, 1925. pp. xi, 246.

Leaders of farmers' organizations and students of rural life are always interested in interpretations of human action, especially as it applies to their problems. The attitudes and beliefs, with the accompanying habits and practices as found among the farm folk of New York State throughout the first three-quarters of the nineteenth century, constitute the subject material of this book. These attitudes and beliefs were manifested in the religious practices, educational standards, political activities, economic methods, social relationships, and personal habits. Such psychological aspects of rural life arose through the reaction of the early settlers and their children in response to their peculiar and particular environment. Indeed, the economic interpretation is constantly stressed. The material of this volume is offered to aid in understanding (1) attitudes of farm people in other sections of America, since thousands of these people went "West" during the period under consideration, and (2) the farm folk of New York State, because they are the descendants of these

early settlers; and such psychological elements are transmitted from generation to generation. An interpretation by the same author of the change in this regard as influenced by developments since 1874 will be given in a second volume on "The Expansion of Farm Life."

"Our Rural Heritage" was written from the author's experience in living among rural people, and his careful observation of actions and collection of material over a long period of time. Indeed, his first study of this nature, "An American Town," appeared in 1906. Also, much information was gleaned from talking with old residents and research through files of old newspapers. The method is that of the reporter, collector, and observer combined, applied to socio-psychological material. Here is illustrated extremely well the necessity for long-time research in order to arrive at scientific deductions in both Social Psychology and Sociology.

With all the commendable qualities the book lacks the mathematical accuracy of a scientific treatise. Also, there is an ever-present illustration of the prevailing confusion in terminology as found in Social Psychology. "It is primarily a psychological study," but every chapter lacks discrimination between the psychology of individuals and of groups. Also, most all interpretations are based on the individual farmer's relationship to his physical environment, and a decided neglect of his social surroundings. His neighbors must have influenced him as well as his soil. Also, there were group standards that arose through group action, but the author seemingly has not discerned these. However, these defects are only reflections of those commonly found in such literature, and in spite of them the book is a valuable contribution for the leader of farmers and the student of rural life.

BRUCE L. MELVIN.

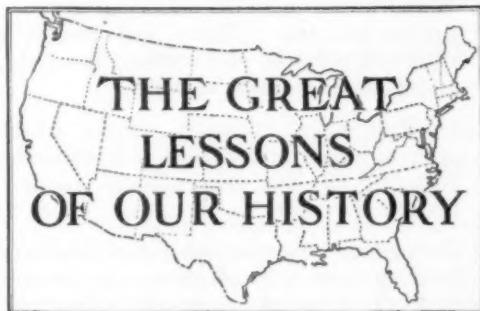
N. Y. State College of Agriculture, Cornell University.

Herman Melville, Sailor and Novelist
Moby-Dick; Typee; White Jacket; Omoo. The World's Classics series. Oxford University Press. (American Branch, New York.) 80 cents each.

Redburn; Israel Potter. Uniform edition of Melville's complete works, edited by Raymond Weaver. Albert and Charles Boni, New York, 1924. \$2.00 each.
Omoo. Dodd, Mead & Co., New York, 1924. \$3.50.

Herman Melville, whose novels were produced before the Civil War, although he died in 1891, was until recently treated as a very minor figure in American literature, entitled only to brief and casual mention, if any, in the manuals for students. The centenary of his birth, 1919, was the occasion of a revival of interest and the appearance of new critical appraisals on both sides of the Atlantic that assigned to this mariner and novelist a very high rank in letters. This interest culminated in the publication of a stout volume of biography and criticism, based on thorough research, by Professor Raymond Weaver, of Columbia University, and the announcement of new editions not only of the two or three best known of Melville's novels, but of complete and carefully edited editions of his works both in England and America.

Many of the novels are of much interest to the student of history, since they are based on first-hand knowledge and give a faithful portrayal of what the author observed in the course of his wanderings. *Moby-Dick*, probably the most widely read of all the Melville novels, and characterized by John Masefield as "that wild, beautiful romance ...unique of its kind...amongst the world's great works of Art," is also a valuable primary source for the history of the whale fishery that centered in old New Bedford and Nantucket. *Redburn*, the tale of a boy's first experience at sea, gives a vivid picture of a voyage between New



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York and Liverpool about 1840, and of the horrors of the passage for immigrants. This book, and R. H. Dana's more prosaic journal, *Two Years Before the Mast*, published a few years earlier, were, as W. Clark Russell puts it, "the first to lift the hatch and show what passes in a ship's forecastle," where the common sailors dwelt—"the first, the best, and most enduring revelation of these secrets."

White Jacket is the fruit of the author's experience as an ordinary seaman on the frigate *United States* of the American navy. Some one saw to it that a copy of the book, published in 1850, was handed to every member of Congress, and the result was the passage of a law abolishing flogging in the navy. Melville's books thus give us pictures of life aboard a warship, a merchantman, and a whaler, vividly painted by a writer who was also a master in the drawing of character.

Typee and *Omoo*, the latter a sequel, but complete in itself, are tales of adventure in the South Sea, introducing the reader to natives and missionaries in the Marquesas and Tahiti, with "a Peep at Polynesian Life," made familiar much later by the colorful post-impressionist paintings and *Intimate Journals* of Paul Gauguin, the sojourn of Robert Louis Stevenson, and such current writings as those of Frederick O'Brien. Melville's tales, although full of romantic adventure, are also full of unsentimental realism in their picture of native life and of the efforts and results of the missionaries, who bitterly resented his revelations and his frank judgments. One is reminded of the view of missionary activity in the recently-famous drama, *Rain*, based on Somerset Maugham's South Sea story, *Miss Thompson*. The Dodd, Mead edition of *Omoo* follows *Typee* and *Moby-Dick*, each seven by nine and half inches in size, with eight full-page illustrations in four colors.

Israel Potter represents still another type, this time a historical romance of the American Revolution, introducing Benjamin Franklin, Ethan Allen, and John Paul Jones, with a glowing picture of the famous fight of the *Serapis* and the *Bon Homme Richard*, between seven and ten in the evening, under a full harvest moon, and "in view of thousands of distant spectators crowning the high cliffs of Yorkshire." The story is ironic as well as romantic. Israel Potter, hero of Bunker Hill, returning from Europe old and poor and feeble, lands at Boston in the midst of an Independence Day celebration and barely escapes being crushed to death beneath a triumphal car on which the patriots have inscribed the words: "Bunker Hill—1775—Glory to the Heroes that Fought!" And he prefixes a bitter dedication, "To His Highness the Bunker Hill Monument."

J. M. G.

Proceedings of the Association of History Teachers of the Middle States and Maryland. Number 22, 1924. 118 pp. \$1.00. This is a collection of papers read at the meetings of the history teachers of the Middle States and Maryland at Baltimore, May 9-10, 1924, and Washington on November 29, 1924. The majority of the papers at the Baltimore meeting are devoted to highly stimulating discussions of the development of the social studies and the new history in the schools, as well as a consideration of the matter of the adequate training of teachers to present these subjects in a competent fashion. Particularly to be commended are the papers by State Historian Alexander C. Flick, Miss Ella Lonn, and Professor J. Montgomery Gambrill, of Columbia University. Professor Gambrill's paper represents a most lucid exposition of the major phases in the development of the so-called "new history." The most interesting paper is the dramatic presentation by Professor Charles Austin Beard of the value of extensive travel to the alert and observing historian. It is a valuable contemporary defense of the theory of Polybius that the competent historian must have viewed with his own eyes the events, places, or peoples dealt with in his own works.—HARRY ELMER BARNES.

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Tenth Grade, by Dr. Daniel C. Knowlton, of Lincoln School, Columbia University, New York (to appear, February, 1926).

Eleventh Grade, by Miss Frances Morehouse, of Teachers College, Columbia University (to appear, March, 1926).

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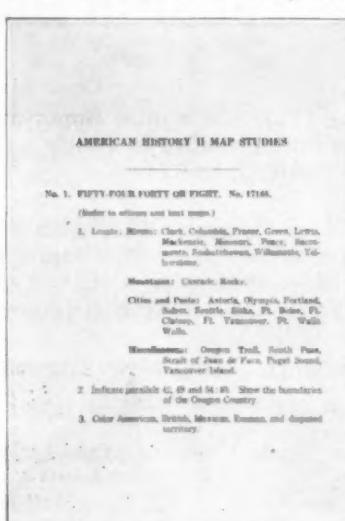
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